Discussion of the Education Survey Committee Report.

Mr. A. Eachara Menon.—Mr. President, Sir, Our thanks are due to the Government for giving us an opportunity to express our thoughts on matters educational. It is not possible within the allotted time to categorically enunciate our thoughts. Therefore I shall content myself by placing before the House a few points I have jotted down as they occurred to me on reading the report. The only defect will be that those who have not studied the report would not be able to follow me. The survey report was comprehensive enough and I presume that it was not expected to be acted upon all at once in its entirety. It would have been received with open arms had it not touched the fringes of the monopoly of a certain section of the aided School Managers, in the absorption of the aid which has outlived itself. The committee report is also one man's report. It is another survey, only it had the benefit of the first survey. It cannot be otherwise since its President, Mr. S. K. Subramania Ayyar, was asked to sit in judgment upon the production of his erstwhile superior in office. He was in the major part of his career in the College Department and if he is partial in his recommendations in the matter of further increased facilities for the College he is only true to his long loved object. It is a pity the committee have lost sight of the fact that the survey and the committee were instituted to find out ways and means to retrench the expenditure under education. The committee has suggested a scheme with an increase in expenditure by over three lakhs and has thus transgressed the reference to it. These are the ways of Government Committee. The Finance Committee was instituted to suggest ways and means to reduce the top-heaviness in the establishments and we know how they acquitted themselves. That is by the way. The President of the Committee has spared no pains to make up for the want caused by his not having administrative experience, in the department. He has enunciated his pet hobby, the reform of the department to make it efficient at whatever cost, which had landed him in this predicament. Nobody who has his head on his shoulders would agree with the committee in thinking that at this fag end of the 20th century when technical knowledge alone pays, increased provision should be made for collegiate education. The opinion of the committee that the people are already taxed to their maximum capacity and that no additional taxation can be had is very true. The idea of popular control and interest in elementary education which has been alluded to in the survey has been most cruelly cast to the winds by the committee placing full

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reliance on the opinion of the Registrar of the Village Panchayats who thinks that his wards are no good and has no hope of making them better. A suicidal commitment indeed! But very true. How can he succeed in giving a tone to the Panchayats if he moves blindfolded in the narrow groove which has been cast for him by his subordinates who, the papers say, are not paragons of virtue. If he finds that the members returned are not fit to run the show he should by the power vested in him recommend competent men to be nominated. It is no good thinking that one has done his duty if he simply followed the very letter of the statute. The proposal for the establishment of Local Boards contained in the Survey is highly sound and desirable and therefore it is only right in the nature of things to give it a fair trial in one or two selected villages. The system is in vogue in Mysore and is working it is reported beautifully well there. The full in the increase in the number of elementary schools for the past half a dozen years was not due to the ceasing of demand for more and more schools as the committee thinks but was mainly due to the strict inspection consequent on the exposure in this Hall of the questionable doings of many of the existing Elementary Aided Schools. The remarks of the Cochin Teachers' Association on the growth of schools in the past sounds high enough. But could an appreciable number of teachers lay hands on their breast and swear that they entered the Educational Department considering the high purpose involved in it? Have they entered the department on the thought of passing rich with forty pounds a year? The cries for more pay etc., coming from here, there and everywhere prove the contrary. The unhealthy communal consciousness that lords over Cochin politics and social life which the committee refers to is of recent growth. It is a graft from British India where the Brahmin predominance was excessive. No taluk is better situated for its absorption than Chittur. But we had till now given it no entrance. Plans are now being made it is reported for its reception under the auspices of the sanatanist Tahsildar. The mission institutions are for the propogation of the Gospel of Christ. He who denies it betrays his ignorance of the object of the mission. I entirely agree with the committee that more women teachers should be employed. It would, apart from the fact that small children would be taught and kept under discipline better by them, give an impetus to female education. In thinking that educational facilities will not be affected by taking away a few of the secondary schools if hostel accommodation are provided in the remaining schools, the committee forgets the huge outbursts of

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displeasure displayed by the Ernacolamites not excepting the Chairman and most of the members of the committee, when the college was proposed to be removed to Anappara. It will be a real grievance if the existing schools are taken away. In para 33 of the report the committee gives some cogent reasons for the provision of separate schools for boys and girls. But in the next para they set at naught those reasons when the number of girls is less as if the nature of impressionable period varies with the number of girls. A sound idea indeed! The idea of satisfying the parents by a small stipend is really humorous. In disapproving of the school libraries the committee has forgotten that the association of children with books—the mere playing with books—is in itself an education, and that picture books, etc., will be a better mode of education through the eyes than the education imparted through the ears. It is very necessary and of immense use to have a library which will give an idea of the fauna and the flora and of the happenings of every day life. The books which give object lessons will be much appreciated by the children and are therefore very desirable. On page 26 of the committee report where the Indian Statutory Commission's interim report on Education is quoted by the committee, it is seen that it is essential that instruction should be related in the early stages to matters which the village child sees and knows and understands. Do not books give such education better?

That the teachers should possess a teacher's certificate should be a criterion precedent to his employment as a teacher. This will enable the production of a class of teachers who consider teaching as a noble profession. Those who are obtaining now are those to whom all other portals of avocation are closed. The Cochin Teachers' Association gives a few reasons for want of efficiency in the aided Primary Schools of the rural areas. If they are allowed to continue they will be copied by the pupils and taken to other walks of life which would bring on untold miseries. Therefore it is said that teachers should be like Caesar's wife above suspicion. To realise this in the matter of both aided, Sirkar and unaided schools effective control and supervision over their management is quite necessary. With regard to the illiteracy of the Manager the less said of it the better. If the school had been started to remove the illiteracy of his country man it stands to reason that the natural course would have been the removal of his illiteracy first. Since he has not done so his prime and only aim in starting the school was to have it as a commercial concern which should be put an end to at once and with-

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out compunction. The action of the aided school Primary teachers in broadcasting a circular inciting the teachers to rebel against the managers, if true, is reprehensible. I pause to know what condemnatory punishment was meted out to them by the Head of the Department. Such actions should be put down with a high firm hand. On the other hand the Code should be so modified as to ensure the teachers, a gentlemanly treatment, security of tenure, and regular payment at the hands of the Managers. It would avoid much grumbling if the aided schools were allowed to draw their pay either directly from the Sirkar treasury or through the Headmaster of the nearest Sirkar School, the managers being asked to deposit the necessary amount in the treasury at the proper time. It is futile to find fault with the Department for interfering with the management for no interference is possible if the management does not transgress its powers and if it does not accord such treatment to the teachers that it accuses the Department with. If the managers would only think that these teachers are educated men unlike their other paid men much of the misunderstandings could be avoided. The managers should have the absolute exclusive power of appointing qualified men as teachers. The teachers should not be suspended or dismissed without the sanction of the Director of Public Instruction. The Managers should not be allowed to continue a teacher for prolonged periods as temporary. The suggestion that teachers should be compelled to contribute towards Provident Fund even in cases the managers did not contribute seems to be whimsical. The number of Deputy Inspectors should be increased to make it possible for them to make quarterly visits and half-yearly inspection of the schools under their charge. The reservation of seats is an anomaly. The promotion should be based on efficiency and seniority. The Committee's recommendation that the pay of the Inspectors should be Rs. 250—20—350 is highly satisfactory. The pay of the secondary teachers should be Rs. 90-5-110, of Deputy Inspectors Rs. 110-5-130 and that of the Headmasters Rs. 150-10- 200. The fallacy that status and efficiency depend in any department on pay should be guarded against. If the head of a department is an honest strict disciplinarian his subordinates cannot but be honest.

The President of the Committee most eloquently puts forth the claims of teachers, his erstwhile colleagues and says that financial considerations should have no influence in bettering their conditions. But in playing with girls of impressionable age he brushes aside all these principles and matters of policy and suggests on financial considerations co-education. In certain localities where female education is backward no curtailment or

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withdrawal of help should be resorted to. Both the Director and the President of the Committee have experience only of what is obtaining in large towns and they wanted to broad base on that information the treatment they should accord for the rural parts and suggest various methods of curtailment. One such proposal of the Committee is the abolition of the secondary department of the Chittur Girls' School and of the A.V.S. Kozhinjampara. The President has not carefully studied the reason for the fewness of girls in the secondary classes of this school, neither has he consulted the opinion of the knowing men of the place, nor has he made due appraisement of local conditions but gives a tall order to scrap the secondary classes. This he does not do with the Trichur Boys' High School though cogently it has been shown that the strength of the school is not commensurate with the amount spent on it and that there are schools to cater for the public run by two of the foremost communities. For Trichur is not Chittur. The Committee would not have suggested the abolition of the school if the strength was twenty in the secondary classes. What does the Government lose thereby? Not more than a thousand rupees. So long as special considerations are shown to Muslims, backward classes and the depressed classes because of their backwardness in education, the Chittur girls are entitled to have this preference at all costs. The Committee very seriously say that small stipends will be given for the girls to prosecute their studies in the nearest girls' high school. The Chittur Taluk has only this one girls' school to boast of and the nearest girls' school is forty-five miles away at Trichur where these girls of sweet sixteen and eighteen can be sent with the grand help the Committee offer. Would any responsible Committee have said this if they meant well by their country men? They say on page 27 that a working knowledge is very necessary in any walk of life. Perhaps Chittur is an exception. The A. V. S. Kozhinjampara was started only very recently. The inhabitants of the place belong to a backward set. Their chief occupation is trade on a very limited scale. They have to associate with Pollachi and other neighbouring places for their livelihood. It is to enable them to read and write addresses of letters that English is begun to be taught there. The Committee will I hope bear with me when I say it is better to begin teaching of English from the lower classes than putting it off to the higher standards. I have no special grievance against either the Committee or its President for we are accustomed to such treatment at the hands of the Government. Then why complain of a Committee which did not find even one man in Chittur to be examined? The practice of extending half-fee concessions after the

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second year of a pupil's course in the same class should be discontinued, since otherwise it will help laziness and deprive others deserving of Government help. Whether the failure was due to intellectual weakness or want of industry or other causes which are many can be ascertained from the marks of the pupil in the various examinations. It seems not good statesmanship to increase the number of scholarships for the collegiate education of the backward classes even after knowing the difficulties that stand in the way of those turned out by the University from the supposed advanced classes. More scholarships may be awarded to those who take to technical studies and professional courses instead of two as proposed by the Committee. The procedure suggested by the Committee regarding medical inspection of pupils is very cumbersome and ineffectual. If the local medical officers are ordered to do the work and are given some honorarium for if they cannot but to do the work nor have they cause for complaint. They can send the cards to the Headmasters and the Headmasters may be directed to see that the pupils attend the hospital. If this be made a part of the ordinary duties of the medical officers and the Headmasters and is made a subject of mention in their diaries I fail to find how the system will not be successful. It is not possible to agree with the Committee in their suggestion regarding the constitution of the Central Board. The Committee admits that it should be a representative body and it is therefore only necessary that all Taluks should be represented on it. It will be more representative and will be more beneficent only if there be a member from each Taluk and the backward and depressed classes are represented by a member from one or the other classes. The member for the present shall be nominated. If it is only advisory then wherein lies the necessity for an appeal to the Diwan as the Committee suggests? No more increment there shall be under Collegiate Education. It is time that we cried halt to such kind of advertisements as putting colossal buildings like the college buildings, Hospital buildings, etc.

Mons Edacolathur wants more money to be spent on education since that would not affect other departments. The Rev. Mons forgets that retrenchment is called for not because this department encroaches upon other departments but to make allowance for other nation building departments which are progressing so that the State may not suffer from periodical depressions as the one we are now in. Therefore the expenditure under education should not go on increasing as the finances of the State increase. Further the percentage quoted by the Father and the Committee as prevalent in other places are not for the collegiate education alone but they comprehend technological insti-

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tute, etc. It is only when we begin such institutions there is any necessity to fix such a high percentage. Sir Banerji's remarks made at a time when Cochin was very backward in the matter of education are quoted by all who want more money to be expended on education regardless of the fact that education has since Sir Banerji's time advanced in the State by leaps and bounds. And the Rev. Father is no exception. The Rev. Father seems to be unaware that those who run may read that Mission Schools have a driving force behind them other than the object of combating illiteracy and as such there is no fear of so important a structure of public utility as the aided institutions of which the majority is mission breaking down by adopting a lower standard of aid. Whatever may be the nature of aided schools elsewhere it is proved beyond doubt from public platforms, in the Press and in the official documents that there are schools in the State started on a commercial concern, for profit making. The father in reasoning to show that denominational schools have a right to exist commits the fallacy of begging the question. Cochin surely is a land of religion and so it is that no religious institution should be particularly helped, least of all those which have a proselytising tendency. The opinion of the Father in the matter of medical inspection will not stand scrutiny. The D. P. H. has very high notions of his Department. Would a mention of the change of the Head prevent the children from being a prey to diseases?

The plea put forward by Mr. Ayyappan for taking over the management of the elementary schools by the Sirkar though far fetched deserves grave consideration. The pupils being at their most impressionable age should be brought up in a free atmosphere. It cannot be understood what stands in the way of the Government in realising it. It has been admitted both by the survey and the Committee that the teachers of aided schools are hardworking and efficient. And we know what they now get. The teachers will whole-heartedly agree to serve the State for the pay they now draw since those now in employ can expect proportionate pension and the new entrants full pension. It is not necessary to increase the pay to what the teachres in Sirkar schools get but the pay of the new entrants into Sirkar schools should be made to tally with what the aided school teachers now get. The secondary education may be left to private hands provided there is ample security lest the educational machinery may be dislocated. The aid suggested by the Committee is reasonable and it should be accepted. Mr. Marayil Krishna Menon looks long-sighted and hence he does not see the many poor students round about him. Poor and deserving students of every community should be encouraged by free scholarship.

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The backward classes are not as a rule backward in the possession of wealth but only in the matter of education and social status. No one who has the welfare of the State as a whole can approve the suggestion of communal reservation of appointments. There is no objection to have all the Deputy Inspectors Mussalmans provided they are qualified for it. Is it not revolting to our civilised feelings to think that officers of one community will care only for the members of their own community. What can he do specially in this State where public opinion has not entirely become powerless? Everything depends on the choice of the Head of the Department. If the Head is strong the tail will not dare to indulge in waggery. Communal representation has become the shiboleth of our Muslim friends all over the continent of India. Mr. Sulaiman Abdul Rahiman has thought that he would lose his caste if he did not champion the idea. It has always been considered even by the knowing Muslims of high reputation that constitutional safeguards are bounties of inefficiency and that the more a minority has of them, the more it is protected from the racing spirit of free competition by the charitable provisions, the more will it sink deeper and deeper into ignorance, fanaticism and sloth to be stifled ultimately by those who had appeared to offer it a partial support.

To sum up I do think that what is prominently necessary in the present state of educational institutions (aided or not) is a rigorous supervision for some time to come. There will be a hue and cry and our Rev. Fathers will take advantage of the renowned sympathy of our Diwan and give him much trouble. I request him to be a little more stiff if he possibly can for a short while regarding this matter. The aided school teachers should be considered gentlemen of a noble profession by their employers. Elementary Education should as far as possible be taken over by the Government and should be radically reformed so as to spread education among the masses and have it answer the needs of the people. There should be a representative Board to advise the Director of Public Instruction.

There should be only one kind of elementary schools—a mixed school, school with English. If this present pay should be continued it should be a graded pay. The primary teachers pay should be Rs. 15—1—40, lower secondary Rs. 35—2—65 and upper secondary Rs. 65—3—110. The Specialists should not be itinerating. Provident Fund in aided schools must be compulsory. No children below five years of age should be admitted. Fee concessions to girls should not be withheld or reduced. In the college classes the concession may be reduced a little. There should be a form for poverty

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certificate. The medical examination should be by the local medical man. Two doctors do not agree. The diagnosis of the inspecting doctors will not tally with that of the person who prescribes. The Municipalities should be compelled to take up the management of elementary and Lower Secondary Schools in their respective jurisdictions. I am sure then that our educational institution would become the cynosure of neighbouring eyes.

Mr. A. Sankara Poduval.—Sir, it is only in response to the President's wish that I rise to say a few words on this subject. On principle, I am opposed to the formation of Government Committees in regard to important questions of this description independently of the House. We have had the Franchise Committee Report which was never placed before the Council for discussion. The Special Finance Committee's Report was the offspring of a motion made by the then Member for Mulakunnathukavu, Mr. C. Achyuta Menon and that was discussed here for obvious reasons. We are denied our right of vote over this motion and I feel that it is not exactly proper that a discussion should be carried or on this report in the absence of somebody to sponsor it. Government would certainly have been well advised if either a member of that Committee or the President himself had been co-opted for this discussion. That unfortunately has not been done.

President.—I don't think that the rule provides for the co-opting of an extraordinary member.

Mr. A. Sankara Poduval.—This procedure is itself extraordinary. I am obsessed by the feeling that we are carrying on discussion upon a very valuable report behind the back of the people who have written it. That, to my mind, is not very desirable.

Secondly, I am also very sorry to see that in these days of educational progress in Cochin when seats may have to be reserved for our boys in High Schools and Colleges, Girl students are coming in in large numbers, that Government did not think it worthwhile to put a lady member on the Committee. And, as the representatives of some aided institutions told me, it is also curious that four of the members of the Committee are gentlemen without children. (Laughter) That is what the representative who met me day before yesterday told me. Personal experience counts for much. Whatever that be, I keenly feel the absence of a Lady Member on that Committee. Look at the provision in the S. K. Committee report, which places the Music mistress and the Needle-work mistress on the same cadre. This is rather curious. There are many fallacies in that report

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which could have been corrected if a lady member had been on the Board.

Speaking generally, I am inclined to agree with the report of the Director of Public Instruction. Of course there are a few points on which I disagree from it. In regard to the S. K. Committee Report, my view can be put in a nut shell. Whatever is now in this report is neither practical nor acceptable, and whatever is acceptable is not needed. It is full of inconsistencies, and impractical suggestions. I would rather pin my faith on the report of the special financial Committee, contained in paragraphs 95, 100 and 101 of its report.

During the discussion on the Budget last year I have definitely made it clear that we must cry halt to any extra allotment for Education, and I am supported in my opinion by the report of the Special Finance Committee at page 35. They say that in any case the expenditure on education should not exceed 20 per cent of the total revenues. 20 per cent is the maximum that they fixed. I say the state cannot afford to spend anything more. There are several departments in the state for which money has to be provided for. I am not one of those votaries of Education who say that any amount spent by the State on education would be right. Donations from the Public would be very welcome. Now we have to cut our coat according to the length of the cloth. We are prepared only to spend 20 per cent and with it we have to chalk out a practical way of carrying on the educational policy of the State. I am of opinion that elementary education as it is carried on now, is 90 percent useless. It should either be imparted directly by Government, or through private agencies which are in the shape of missionary institutions or public bodies. Aided school managers have not been, in the majority of cases, running their schools in an efficient or desirable manner. Therefore the idea promulgated in the report of the Director of Public Instruction that in the absence of a scheme for complete nationalization of elementary education, the Government have to step in, little by little has my considered support. I am voicing my personal opinion. Subject to the restriction of expenditure, we have to see what could be done. I would stress that our policy should be on the lines of the recommendations of the Special Finance Committee.

One or two things I would like to refer, in passing. In regard to co-education, I am for co-education in the elemetary schools, I am for absolute separation in the lower secondary and upper secondary classes, and for segregation in collegiate education.

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With regard to the differentiation in pay suggested in the S. K. Committee report, regarding the salary of teachers in the Sirkar and Aided Schools, I find absolutely no justification whatever for it. The scale should be the same. But what I want to impress upon the House is that private agencies should not be mere agents for spending Government money. The suggestion made that the managers of aided schools should be asked to contribute a fourth part of the gross expenditure is a very important and useful suggestion. It will go to show that private agencies carrying on educational work in the Cochin State are actuated by philanthropic and magananimous motives. We do not want school managers to run a school with Government grant and collection from students. We have had very noble examples of philanthropy and very many schools have been started in the good old days and well conducted too. Managers like Mr. Pathappan of Kunnamkulam when who found it difficult to contribute their mite surrendered their management to the Government. It is only such private agencies as are willing to contribute a fourth of the expenses, that have to be encouraged at all. We donot want them merely to collect money from the students andreceive the grants from the Government and carry on an institution more or less to their personal advantage.

In regard to the management by Boards, local bodies like Mission institutions, Municipalities, and Panchayats—these local bodies should be able to do a good deal more than individual managers. In my opinion an individual who is generous enough to start a school would do a noble act by retiring from the management, and constituting a board for purposes of management. He may be one among the members. That would be an absolutely unselfish act and absolutely in the interest of the pupils of the school. Instead of this, we find schools being conducted by private persons, by managers, in indifferent position and status in life, schools run merely on a mercenary basis. Such schools deserve to be stopped. With regard to the Government Grant, I am clearly of opinion that it is high time that the proportion should be reduced to 20 per cent. That is the maximum that I would suggest for an elementary school. The result would be that those persons who are unable to carry on these institutions with a 20 per cent deduction will cease to conduct the school and Government could then come in. If on the other hand they are able to find money the schools may be continued as such. I do not accept the principle of the S. K. Committee Report 'no aid, no recognition'. That is fundamentally opposed to all principles of education. There are several schools which do not receive any grant but are efficiently run. I under-

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stand from the S. K. Committee Report that those schools are proposed to be scrapped. If the schools are run efficiently I fail to understand why recognition should be refused to such institutions.

I have only referred to some of the salient points, and I reserve my comments for the proper occasion, i. e., when the Educational Demand is moved in this House.

Mrs. Swaris.—Sir, I had not intended to take part in the discussion to-day, because I was told that the items have been grouped and spokesmen appointed to represent matters. But the Hon'ble Member for Trichur having drawn me into it, I am constrained to speak a few words. He said that a lady should have been in the Select Committee and that I would have been the best person, and indirectly hinted that it might be because I have no children that I had not been selected and so on. The Hon'ble Members must understand that it is, because I have no children I am taking an interest in the children of my neighbours, my brethren. Although I have been retired about ten years ago, here I am working not for my community, but for God's poor. I have the experience of over a quarter of a century in this Department, and no one in this House can boast of that. There were no experts in the department, at a time when there was moral corruption and God selected me to purify the moral atmosphere of this holy department; and I can boast of it, and I had a claim for the selection. But God did not will it. Now He has given me an opportunity to speak and I should not lose it. What I have to say cannot be said in a few minutes for I have to say the story of a quarter of a century. So, I will cut short my story and come to the subject under discussion.

Well, the Special Finance Committee seven years ago, soon after my retirement from service, sent me a few questions for my remarks with regard to matters educational. I shall just read them. 11. "Are there any schools, secondary and primary for boys and girls which could be abolished with advantage? Have you any proposal for new schools?

12. (a) Cannot the Grant-in-aid rules in force in British India be adopted here? Do you think any alteration is necessary in the prevailing rates of grants?

(b) Is reduction of staff possible in schools?

13. Are you in favour of introducing the half-time system of work in the primary classes of Malayalam schools?

14. Are you in favour of appointing Honorary visitors to Schools?

Well, my answer was this. I still maintain and declare that it should be so. Ofcourse it is only a woman's voice, a cry in

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the wilderness. 11. "I have only to say that a proper sifting enquiry has to be made before closing any of the schools in existence. During my regime as Inspectress there was no school in my jurisdiction which could have been abolished with advantage. But one Girls' Primary School may now with advantage be transformed into a good Malayalam school since there are so many well managed English Primary and Lower Secondary Schools in the town of Trichur within a radius of a mile and a half.

Regarding new schools to be started in future? I have one proposal to make, namely, that it is essential that the type of education given be not only on the three fold essential lines of developing the Physical, Mental and Moral faculties, but that the type of school for every village should be such that it will allow of the children being prepared to carry out their occupations in mature life with the greatest enjoyment to themselves and to the greatest benefit of their community.

Re: 12 (a). I have to answer this question by putting another. Why was not this done from the outset? Had this been done from the beginning there would have been no necessity for the first question re: closing schools with advantage. Although it is said that it is never too late to mend, I think any alteration at this juncture will only be disturbing the smooth working of aided schools. It is this liberal grant of our Government that has brought for the State the good fame of its being foremost for education.

Re. (b) I am not at all in favour of introducing the half time system of work. It is only bad economy. Both the teachers and the taught will suffer by this system. The three R's may be taught in the forenoon and the vocational subjects in the afternoon which will benefit both parties in the Malayalam schools of villagers.

Re: 14. Certainly, I am in favour, but only those that are competent to judge and to criticise educational institutions should be appointed. Otherwise it will give rise to much "heartburn and hubbub" as it has done now.

The citizens of Trichur in public meeting resolved that the distinction made in the grade of pay of the teachers of Sirkar and grant-in-aid Schools is both invidious and unnecessary and is sure to create an inferiority complex in view of the same qualifications which they possess and of the same outturn of work they are responsible for. 2. In view of the fact that the Educational Institutions conducted by the private agencies are to a considerable extent responsible for the phenominal increase in Literacy I am therefore of opinion that it would be prejudicial

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to the progress of Education in the State if a reduction is made in the present scale of grant.

3. I protest against the recommendations made by the Committee to abolish several useful and popular aided schools and reduce the grades of many others in total disregard of the vital educational needs of the localities concerned although the committee admits that "there is no superfluity of schools and that all are practicably well attended."

4. I protest against the recommendation of the committee to increase the course of Primary education by one year, as it is quite unncessary and will involve an additional financial strain both on the State and educating public.

5. I am strongly against the half time system in the primary classes as that system is highly detrimental to the efficiency of primary education, and is sure to cause unnecessary inconvenience and waste of time to the pupils of the primary classes.

Mr. T. A. Ramachandra Ayyar.—We have all met today to offer our views on the recommendations of the Educational Survey Committee, a committee consisting of sane and sensible men with plenty of enlightenment and experience to their credit but unfortunately these experts obsessed as they were with a self consciousness of technical skill and knowledge faild to see through that one lense, the lens of the practical man and have consequently come out with a report wanted by none and rejected by all. Here we have recommendations which not only startle us by their enormous cost but fail to offer compensating advantages in efficiency.

The fact is the committee has erred at bottom in its very diagnosis if there was any diagnosis at all. The educational department was reported to be suffering from some indisposition. The palace physician made a close study of the patient's health and issued a prescription with of course a proviso that it would be desirable to consult a few experienced doctors also. Soon a Committee was formed and this Committee would not even see the patient or seeing would not listen to the tale of woe. They knew either from inspiration, or from intuition or from prepossession all about the patient's complaints and they have come out with their wonderful suggestion that a highly skilled surgeon should be called in and a drastic operation should be effected in the heart of the Educational system, viz., aided service. They would of course like a transplantation if that would be possible. They do not stop to consider why such a course is necessary or what would be the fate of the patient. Their contention for such a drastic course is that such an operation too is like a case of indisposition in the Andamans. The talk of an operation has

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perplexed the kith and kin of the patient and they have now referred this matter to this council which fortunataly contains a few expert doctors. My doctor friends would excuse me if I too wish to play the role of a doctor without detriment to their present income. I am inclined to think that the belly, is being overfed and as a consequence acidity is formed which has in its turn led to this indisposition. The idea of fattening the belly, i. e., Sirkar services at the expense of private agencies is not only uneconomic but highly suicidal to the progress of education in the State. I would suggest a system of Nature Cure in which the primary concern must be only to follow a system of graduated diet.

From this metaphorical criticism of the Report let us proceed to facts. Facts in the report proclaim that is after all an ill-conceived and ill-digested composition with plenty of manipulation of figures and contradictions intended perhaps to advance some-pet cause by throwing dust into the eyes of the credulous. This must in justice be exposed.

In entering this work of educational reforms the Committee must have been guided by some important principles. Is it economy? Is it efficiency? Or both? But it is none of these though the Committee has frequently taken shelter under these epithets. There is neither retrenchment or re-organisation leading to greater efficiency. They begin their report by saying that the expenditure on Education is increasing and ought to be kept down. But by the time they are half way through it they suggest that a larger allotment would be necessary. In winding up their report they not only recommend an increase of 3 lakhs 20 thousand but even express the view that 20 % of the Revenue may be safely allotted for education. This is the sort of consistency and retrenchment we meet with in these pages.

Well, then let us see what the committee's proposals are in the name of economy and efficiency. They recommend the abolition of a number of schools. They say, " we have to day the presence of so many schools that can well be abolished without impairing educational facilities". In the same breath they remark that all schools are however practically well attended and there is no justification for the position that there is superfluity of schools. (Page 8, para 23.) After declaring in such unequivocal terms that there is no superfluity of schools and that all schools are practically well attended, if they proceed to abolish schools this must naturally tell upon the educational facifilities of the people. Apart from the ludicrous inconsistency of their statements, there is very little justification for the closing down of schools.

Next comes the vital problem of a cut in Grant. I am

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unable to see on what grounds the Committee proceeds to justify this. The Committee admits that is not practicable to think of eliminating private agencies from the field of education. They admit that to encourage private agencies means the continuance of the present system of Grant-in-aid. They admit that private agencies are able to manage their schools as efficiently as the Sirkar on fifty per cent of Government's cost. They observe that to maintain 133 Sirkar Primary Schools with 35,000 students Government spent Rs. 3,73,573 while the grant given to 406 private schools with a lakh of students comes only to Rs. 4,26,638. (Page 5, para 17). If it is remembered that the major part of the Educational work in the state is turned out by aided agencies as 468 out of 634 schools are private schools and if it is remembered that Government expenditure on education would more than double itself if aided agencies retreat from the field ; (page 6, para 6, para 17) you will realise that this retrenchment—recommendation is the most uneconomic and unpolitic. You will again find that it has no foundation on justice and fairplay. Education is the primary care of the State and to ask the managers to contribute a major part of the educational expenditure would besides being unjust, reveal a lack of appreciation of human nature. You cannot by a resolution turn a large body of managers philosophers and philanthropists simply because you want to economise your State expenditure on education. The burden of expenditure on education must be borne equally by all and not by a class of managers. It is not because the Committee has not appreciated these points that it has gone in for this gross injustice. Cochin stands in the front rank in point of literacy among the States and Provinces of the Indian Empire. Travancore though she spends 23·6 per cent of her revenues on eduation is far behind Cochin in point of literacy, as is evident from the recent census report. (Vide p. 187). In female education Cochin occupies the place of honour. This enviable position is due to the efforts of the private agencies under the encouraging regulations passed by some of your illustrious predecessors. Education budget has never reached 20 per cent of the total revenues the maximum agreed upon by all. The example of Travancore is made much of by the Committee. They wanted to reduce expenditure so they turned to Travancore. But there are other places like Madras, Baroda and Mysore where a liberal system of grant-in-aid continues. Why not copy their examples ?

If this is not enough they have attempted to cut at the root of the efficiency of aided schools by proposing a lower scale of salary for aided teachers and thus introducing a sort of depressed classes among teachers. I cannot for a moment tolerate such

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a silly and invidious distinction. If you cannot pay more why not keep them at least on an equal footing ?

In view of the enormous difference in expenditure between the Sirkar and aided school of the same category one fails to see the reason for dropping the contingency altogether in the primary and making a cut in the paltry sum allowed as contingency for the secondary. If economy is the primary consideration with Government they could do so by handing over more schools to private agencies as is recommended by the Special Finance Committee. This policy has also been endorsed by the S. K. Committee with regards Secondary Schools—though inconsistently.

My point here is that no sort of hotch-potch work would do. We must accept some clear cut policy if efficiency is our goal and work it out without very much bothering ourselves with cost. If we call for a tune we must pay for it. There is no use of saying cut grant, cut salary, cut contingency and utilise the amount thus gained for improving the lot of Sirkar teachers. This is unwise and is bound to have unpalatable repurcussions. If you cannot find funds let not the existing structure be tampered with on the score that it is not a well proportioned piece of architectural work. My point is, " Mend it if you can ; spend more money and improve its architectural work. If you cannot leave it alone. It is strong and enduring."

Mr. P. Krishna Menon.—Mr. President, while gratefully acknowledging the labours of the Director of Public Instruction in the conduct of the Survey and the S. K. Committee report as it is called now, for the wealth of material supplied by both the reports, I regret I cannot recommend any of the recommendations if I may say so, of either the Director of Public Instruction or of the S. K. Committee. No doubt with regard to the Director's report the concluding paragraph itself will show that he himself is not quite certain of the absolute correctness of the recommendations he has made and therefore I believe, he recommended the examination of the report by another competent authority preferably a committee. With regard to the recommendations of the S. K. committee I have very regretfully to say that it, to put it in the Coldest term, bristles with inconsistencies and impracticabilities. To go over the report as it is correctly observed it is not possible. Therefore I wish to confine myself to one or two main points which I shall try to illustrate by concrete examples. In the first place the S. K. Committee goes to the length of saying that the expenditure should be limited to 20 per cent of the annual income. Why have they limited the expenditure to 20 per cent one fails to see. As far as I know no attempt has been made to restrict expenditure of any other

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department. Why the Educational department alone should be saddled with this restriction no specific reason has been assigned by the committee at all. No doubt the committee begins by saying that the growth of expenditure has been alarming of late. Then they come to the conclusion that if the recommendations are carried out there will be an increase of 3,20,000 in expenditure. I have got a pamphlet in my hand which shows the increase of expenditure in some of the departments of the State. From the year 1101 to 1107 I find the increase is lowest in Forest and Education which increase is only 34 per cent whereas there are other departments which shows an increase of even 125 per cent 50 per cent and 60 per cent, etc. Now seeing that both Forest and Education are treated almost on the same level in the matter of increase of expenditure I am lead to believe that the Teak saplings of Paravattani and the Baby elephants of the Sholiar valley are treated equally with the children of Cochinites. I do not see why the lowest increase in expenditure should be limited to Forest and Education. The first recommendation to limit the expenditure to 20 per cent, I regret I cannot accede to for the simple reason that the population has been increasing and as such the educational expenditure should also increase and to say that after 20 per cent no body should be educated I am afraid is poor logic indeed. With regard to other recommendations there is the question of the reduction of grant. Following the principle that the tree is judged by its fruits I have reliable statistics in my hand to show that a fairly well conducted school will be a looser to the extent of 850 and odd rupees, a year if the recommendations of the S. K. Committee are accepted. There may be many other instances which will show that the recommendations if accepted will very badly tell upon many of the institutions. I am not very certain of the nature of the figures concerning those schools. I do not enter into details.

Another recommendation with reference to the abolition of schools, there again I have to rely upon the concluding paragraph of the Director's report wherein he specifically says that we are not suffering from a plithora of schools. In such cases I do not think that the S. K. Committee has made out a good case for abolition. There also I am fortunate in having in my hand the conditions of a school which is proposed to be abolished by the S. K. Committee. Now it is a school which has been conducted most efficiently even according to departmental certificates for the last 16 years or so and it is that school which is proposed to be abolished. Whereas side by side another school has been in existence for less number of years which has been repeatedly stated by the authorities concerned that that school is inefficiently managed. Side by side with these remarks the

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S. K. Committee recommends the abolition of that school. Now though my time is limited I have only to refer to one statement. With regard to the school which is proposed to be abolished I may say what the work of the school is. The strength of the school has steadly increased and the results of the public examinations are most gratifying. In 1933 the school sent up nine students for public examination and all of them passed. The other school sent up 20 and not one among them secured a pass. In 1934 6 out of 7 came out successful whereas barely a third of the students of the other school managed to secure a pass. I adversedly refrain from mentioning the name of the school because I am fighting for the principle and not for any individual school. My respectful suggestion is that there are a number of recommendations in the S. K. Committee report and it would be found that most of them are impracticable. And I believe the dissenting minute of some of the members of the committee will also show the inaccuracies if I may say so of the figures found in the main report. So my humble suggestion with regard to the matter is that the Government may be pleased to give a decent burial to both these reports no doubt remembering at the same time the defects pointed out in each of the report(*Hear,hear*)and some competent authority may be asked to take up the matter and see personally with reference to each of the schools and rectify the mistakes if they found the mistakes do really exist. To enunciate a general policy with regard to schools spread over the whole State with different environments and different conditions of society it is hardly possible. With regard to the recommendation of the D. P. I. to form local bodies I can only appeal to him if he has any experience of other local bodies formed in the villages and the work turned out by them. I am not condemning these local bodies but generally it will be found that it is practically impossible to carry on the general policy if local bodies with peculiar influences and peculiar ambitions are entrusted with such works. Of course I allude both to the Panchayat and to the Co-operative Societies. With what result they have been working actually we all know. Therefore it is not practicable to entrust the matter of education with local bodies. With these observations I stop.

Mr. Popatlal Goverdhan Lalan.—Regarding this I have to bring to the notice of the Government that some slight amendment is required. The committee has considered only the question of Government money and not considered to protect the public of Cochin State. These aided schools are run with the fees collected from the students as well as the aid received from the Government. I am of opinion that the aid the Government should give to the schools has not to be cut short espe-

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cially considering the pains of their business. Some of these schools are of much help to the public. In these hard days the parents of pupils find it difficult even to pay the fees of their children. Therefore if these institutions are not run on business line collections from the pupils will be more. If the Government is going to abolish the present system of giving aid to schools I fear these schools will not be conducted in Cochin State and Government will have to make necessary arrangements for the education of the pupils of this country. Especially in some rural partsand interior parts where the public are not in a position to run schools aid is essentially required. We know practically well that aided schools give good progressive reports than Sirkar schools. But schools which are run only as a profitable business should be brought before the eyes of the Government beforeaid is given. For example, a good many private agencies which have got reserve funds and are rich enough to stand on their own legs are also aided. It is not necessary. But onthe other hand those schools which are not at all in a position to stand on their own legs make their demands. Their grievances are not heard. It is a great injustice on the part of the Government. But Government will say that grievances are not brought forward. But I know that when several grievances were brought forward the present Heads of Departments saying 'We have no funds, we are not in a position to help you'. These considerations can do no help to their demands. So consider all these points and especially keeping watch on the eye of business practice give no room for complaint. Giving sufficient and reasonable grant has brought Cochin as the first State in the matter of education in India.

മിസ്റ്റർ കെ. ടി മാത്യു.—സാർ, ഇന്നു് ഈ കൊച്ചീസംസ്ഥാനത്തിനു് അന്യസംസ്ഥാനങ്ങൾക്കുള്ളതിനേക്കാൾ ഒരു പ്രധാന സ്ഥാനം ലഭിച്ചിരിക്കുന്നതു് ഇവിടെ വിദ്യാഭ്യാസത്തിൽ ലഭിച്ചിട്ടുള്ള ഉന്നതസ്ഥിതികൊണ്ടുമാത്രമാണു്. കൊച്ചീരാജ്യത്തിനു ഇന്നു ലഭിച്ചിരിക്കുന്ന ഈ ഉന്നതസ്ഥാനത്തെ നഷ്ടപ്പെടുത്തി വടക്കെ ഇൻഡ്യയിലുള്ള ചില നാട്ടുരാജ്യങ്ങളിലെപോലെ ആക്കിത്തീർക്കണമെന്നുണ്ടെങ്കിൽ അതിലേക്കുള്ള അത്യുത്തമമായ മാർഗ്ഗം ഈ എസ്റ്റു്. കെ. കമിറ്റി റിപ്പോർട്ടു് ഗവൺമെൻറു സ്വീകരിക്കുകമാത്രമാണു്. വളരെ കൊല്ലങ്ങളായി വർഷംതോറും അനേകലക്ഷം രൂപാ ചിലവുചെയ്തു് വിദ്യാഭ്യാസത്തിനു് ഏറ്റവും ഉന്നതസ്ഥാനം സമ്പാദിച്ചിട്ടുള്ളതു് നഷ്ടപ്പെടുത്തുന്നതായ ഒരു റിപ്പോർട്ടിനെക്കുറിച്ചു് അഭിപ്രായം പറയുവാൻ ഈ സഭക്കു് അല്പമെങ്കിലും സമയം അനുവദിച്ചതിനു് ഞങ്ങൾ ഗവൺമെൻറിനോടു നന്ദി പറഞ്ഞുകൊള്ളുന്നു. ഞങ്ങൾക്കു ഈ സൌകര്യം തന്നിട്ടില്ലായിരുന്നുവെങ്കിൽ ഈ റിപ്പോർട്ടിൽ പറയുന്ന സംഗതികളെല്ലാം വാസ്ത

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വമാണെന്നും ബഹുജനസമ്മതമുള്ളവയാണെന്നും ധരിച്ച് ഗവ
മ്മെൻറിൽനിന്നും വേണ്ട നടപടികളും നടത്തുമായിരുന്നു. കൊ
ച്ചീരാജ്യത്തിനു് ഈ അടുത്ത കാലത്തു് അരെങ്കിലും അധമ്മം
ചെയ്തിട്ടുണ്ടെന്നുവരികിൽ അതിൽ അഗ്രഗണ്യനായിട്ടു നില്ക്കുന്നതു്
ഈ കമ്മിറ്റിയിലെ പ്രസിഡെൻറും അതിലെ ചില മെമ്പർമാരു
മാണു്. (ചിരി) എഡ്യൂക്കേഷൻഡിപ്പാർട്ടുമെൻറിൽ ഇരുന്ന ഒരു
ദ്യോഗസ്ഥൻ, നരച്ചു ഈരാജ്യത്തിലെ വിദ്യാഭ്യാസത്തെ കാലക്ര
മേണ നശിപ്പിയ്ക്കുവാൻ ശ്രുപാശ്ചെയ്തിട്ടുണ്ടെന്നറിയുമ്പോഴാം നി
ങ്ങളം ആശ്ചര്യപ്പെട്ടേയ്ക്കാം. എന്നാൽ അതിൽ യാതൊരു ആശ്ചര്യ
ത്തിനും വകയില്ല. അദ്ദേഹത്തിനു് ഈ രാജ്യവുമായിട്ടുള്ള ബ
ന്ധം എത്ര വഷ്ങ്ങളായിട്ടുള്ളതാണെന്നു നോക്കിയാൽ മതി. വി
ദ്യാഭ്യാസഡയറക്ടർ ചെയ്തിരിക്കുന്ന റിപ്പോർട്ടിനെ വിമർ
ക്കുന്നതിനായിട്ടു് ഗവമ്മെൻറു് അദ്ദേഹത്തിനു് കീഴെ ജോലി ചെ
യ്തിട്ടുള്ള ചില ഉദ്യോഗസ്ഥന്മാരെ ഏല്പിച്ചതുതന്നെ ഒരു വലിയ
തെറ്റും അനീതിയുമാണു്. ഈ കാര്യത്തിൽ ഗവമ്മെൻറു ചെയ്തി
രിക്കുന്ന തെറ്റുകളും ഒന്നോ രണ്ടോ അല്ല.

ഒന്നാമതായിട്ടു് ഗവമ്മെൻറിനു് ഇവിടത്തെ വിദ്യാഭ്യാസ
സ്ഥിതിയെപറ്റി ആലോചിയ്ക്കണമെന്നു വിചാരമുണ്ടായിരുന്നു
വെന്നു വരികിൽ ആ വിവരം ഡയറക്ടർക്കെഴുതിഅയച്ചു് അദ്ദേ
ഹവുമായി ആലോചിച്ചു് ഈ കാര്യത്തിൽ വേണ്ടതു ചെയ്യേണ്ട
തായിരുന്നു. അതു ചെയ്യാതെ, സാധാരണ നടപ്പില്ലാത്തവിധ
ത്തിൽ വിദ്യാഭ്യാസമേലദ്ധ്യക്ഷനോടു് ഒരു റിപ്പോർട്ടു സമർപ്പി
യ്ക്കണമെന്നാവശ്യപ്പെട്ടു് അദ്ദേഹം ഒരു റിപ്പോർട്ടും സമർപ്പി
ച്ചു. അതു സംബന്ധിച്ചു് എന്തെങ്കിലും നടപടികളും ചെയ്യാ
തെ ആ റിപ്പോർട്ടു് വിമർശിക്കുന്നതിനായി ഗവമ്മെൻറു് ഒരു ക
മ്മിറ്റിയെ രൂപീകരിച്ചു. ജനങ്ങളിൽനിന്നും പിരിച്ചെടുക്കുന്ന
നികുതിയിൽ ഒരു ഭാഗം കൊടുത്തു്, എണ്ണുറോ മറേറാ ഉറുപ്പിക
രമ്പളം കൊടുത്തു് ഒരുദ്യോഗസ്ഥനെ ഗവമ്മെൻറിൽനിന്നും നി
യമിച്ചിട്ടുണ്ടു്. അദ്ദേഹത്തിൻറെ അഭിപ്രായംസ്വീകരിയ്ക്കുകയൊ
സമ്മതിയ്ക്കുകയൊ ചെയ്യാതെ അദ്ദേഹത്തിൻറെ റിപ്പോർട്ടു് പരി
ശോധിക്കുന്നതിനായി അദ്ദേഹത്തിനു കീഴെ ജോലിയെടുത്ത ചി
ല നരച്ച ഉദ്യോഗസ്ഥന്മാരേയും ചേർത്തു് ഒരു കമ്മിറ്റി നിയമി
യ്ക്കുന്ന സമ്പ്രദായം എവിടെയെങ്കിലും നടപ്പുള്ളതാണോ? അ
ദ്ദേഹത്തിനു് വിദ്യാഭ്യാസസംഗതിയെപറ്റി അഭിപ്രായം പറയു
ന്നതിനു വേണ്ടത്ര പഠിപ്പും ജ്ഞാനവും പരിജ്ഞാനവും ഇല്ലെന്നു
വരികിൽ അദ്ദേഹത്തെ ആ സ്ഥാനത്തുനിന്നു നീക്കിക്കളയേണ്ട
താണു്. അദ്ദേഹത്തെക്കൊണ്ടു തന്നെത്താൻ ചെയ്യുവാൻ സാധി
യ്കയില്ലെന്നു മുൻകൂട്ടി ഗവമ്മെൻറു് അറിഞ്ഞിരുന്നുവെങ്കിൽ കമ്മി
റ്റിയ്കായിട്ടു പണം ചിലവുചെയ്യാതെ അദ്ദേഹത്തോടാലോചി
ച്ചു ചെയ്തക്കവിധത്തിലുള്ള ഒരു കമ്മിറ്റി ഏർപ്പെടുത്താമായിരു

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ന്നു. വണ്ടിയുടെ മുമ്പിൽ കുതിരയെ പൂട്ടുന്നതിനു പകരം പിമ്പിലാണ് കുതിരയെക്കെട്ടി ഗവമ്മെൻറു വണ്ടികൊടിക്കുവാൻശ്രമിയ്ക്കുന്നതു്. ഒരു ഡിപ്പാർട്ടുമെണ്ടുമേലുദ്യോഗസ്ഥൻ എഴുതിയ റിപ്പോർട്ടു് മുൻപറഞ്ഞപ്രകാരം ഒരു കമ്മിറ്റിയെ ഏല്പിച്ചു. അതിൽ എട്ടു പത്തു അംഗങ്ങൾ ഉണ്ടായിരുന്നു. ഇത്രയുംപേർ എഴുതിയ റിപ്പോർട്ടു് ർക്കു പേർ അടങ്ങിയ സഭയ്ക്കു ഇപ്പോൾ സമർപ്പിച്ചിരിക്കുന്നു. ഇനി രണ്ടു റിപ്പോർട്ടും ഈ നിയമസഭയുടെഅഭിപ്രായമടങ്ങിയ റിപ്പോർട്ടുംകൂടി കൊച്ചീസംസ്ഥാനത്തുള്ളസ്കൂൾമാനേജർമാരുടേയും വാദ്ധ്യാന്മാരുടേയും ഒരു സംഘം വിളിച്ചുകൂട്ടി വിമർശനത്തിനു് ഏല്പിക്കുമായിരിക്കാം. നിയമസഭയുടെ അഭിപ്രായത്തിനു തന്നെ വേണ്ടതരത്തിലല്ല ഈ റിപ്പോർട്ടു് സമർപ്പിച്ചിരിക്കുന്നതു്. റിപ്പോർട്ടിലെ നിർദ്ദേശങ്ങളെപ്പറ്റി വോട്ടു ചെയ്യുന്നതിനുള്ള സൌകര്യം നൽകിയിട്ടില്ല ഈ റിപ്പോർട്ടിനെപ്പറ്റി അഭിപ്രായം പറയുവാൻ ഞങ്ങൾക്കു അനുവദിച്ചിട്ടുള്ളതു്—വോട്ടു് ചെയ്യുവാൻ പാടില്ലാത്ത തരത്തിൽ—ഞങ്ങളുടെ സമയം കളയുവാനാണോ യെന്നു സംശയിക്കേണ്ടിയിരിക്കുന്നു. ഈ റിപ്പോർട്ടിലെ ചില ഭാഗങ്ങൾ വായിക്കുമ്പോൾ, രാത്രി ഏ മണി സമയത്തു് എണ്ണയില്ലാത്ത വിളക്കു വച്ചുകൊണ്ടു് ഉറക്കംതുങ്ങിയ ഒരു മനുഷ്യൻ എഴുതിയതുപോലെ തോന്നുന്നു. ആദ്യം കുറെ യുക്തിയും ന്യായവുമായിട്ടു് എഴുതിത്തുടങ്ങി. കുറച്ചു കഴിഞ്ഞപ്പോൾ അ യുക്തിയും ന്യായവും ഒന്നും കാണുവാനില്ല. എണ്ണ തീർന്നുപോയാൽ വിളക്കു പെട്ടെന്നു കെട്ടുപോകും. അതുപോലെ ന്യായവും യുക്തിയും എല്ലാം അല്പം കഴിഞ്ഞപ്പോൾ പമ്പകടന്നു. ഈ റിപ്പോർട്ടിലെ ഒന്നുരണ്ടു ഭാഗങ്ങൾ ഞാൻ ഇപ്പോൾ വായിക്കാം. ൨൫-ാം പേജിൽ, From the statement of strength of classes 1 to 4 in the Primary stage in all the schools, it is found that out of about 45,000 pupils admitted into class 1 in a year about 15,000 alone reach, the fourth class, that is to say 30,000 drop off during the course. Calculating at Rs. 7 per pupil per year, the wastage on account of such pupils leaving off before the completion of the course will be nearly 4 Lakhs of Rupees. ഇതെല്ലാം എഴുതിയപ്പോൾ വിളക്കു കെടാറായി ഈ രാജ്യത്തിനു വർഷന്തോറും ർ ലക്ഷം ഉറുപ്പിക നഷ്ടമുണ്ടെന്നു് കമ്മിറ്റിക്കാർക്കു ബോദ്ധ്യം വന്നിട്ടും ആ നഷ്ടത്തെ പരിഹരിക്കുന്നതിനുള്ള നിവാരണ മാർഗ്ഗങ്ങൾ ഇവിടെ പറഞ്ഞിട്ടുണ്ടോ? ർ കൊല്ലംകൊണ്ടു് എല്ലാമെൻറു വിദ്യാഭ്യാസം പൂർത്തിയാക്കുന്നതിനു പകരം ർ കൊല്ലംകൊണ്ടു് പൂർത്തിയാക്കണമെന്നു പറയുന്നു. ഈ നാലു ലക്ഷം ഉറുപ്പിക കൊച്ചിരാജ്യത്തിനു് നഷ്ടപ്പെടുന്നുവെന്നു മാത്രമല്ല, ഒരോ കുട്ടിയ്ക്കും ഓരോ കൊല്ലം കൂടുതൽ വിദ്യാഭ്യാസം ചെയ്യേണ്ടതായും വരുന്നു. നാലുകൊല്ലം കൊണ്ടു് സിദ്ധിയ്ക്കേണ്ട വിദ്യാഭ്യാസം അഞ്ചു കൊല്ലംകൊണ്ടോ

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ണ്ം കമ്മറ്റിക്കാർ കൊടുക്കണമെന്നു പറയുന്നത്! ഈ രാജ്യത്തെ ആളുകളുടെ കണക്കെടുത്താൽ എത്ര ആയിരം വഷ്ങ്ങളാണ് നഷ്ടപ്പെടുവാൻ പോകുന്നതെന്നു കാണാം.

ഇനി വേറെ ഒരു സംഗതിയെപ്പറ്റി ഇവിടെ പറയുവാനുണ്ട്. ദിവസമൊന്നുക്ക് ൨ ½ മണിക്കൂർ നേരമാക്കി വിദ്യാഭ്യാസത്തിനുള്ള സമയം ചുരുക്കണമെന്നുള്ളതിനെപ്പറ്റിയാണ്. ഇന്നു കൊച്ചിയിലും തിരുവിതാംകൂറിലും ഒരേ ക്ലാസ്സിലുള്ള വിദ്യാഭ്യാസം നോക്കിയാൽ ഇവിടത്തെ വിദ്യാഭ്യാസം അവിടത്തേക്കാൾ അധികമാണെന്നു പറയുവാൻ ഞാൻ തയ്യാറല്ല. ചെറിയ ക്ലാസ്സുകളിൽ ഇവിടെ പഠിക്കുന്ന കുട്ടികളെ അവിടെയുള്ള സ്കൂളുകളിൽ അതേ ക്ലാസ്സിൽ ചേർത്താൽ അവർ മുകളിലെ ക്ലാസ്സിൽ പോകുന്നതിനു പകരം ഒന്നുരണ്ടു കൊല്ലം ആ ക്ലാസ്സിൽ തന്നെ കഴിച്ചുകൂട്ടേണ്ടിവരുന്നു. ഇവിടെ ൪-ാം ക്ലാസ്സിൽ പഠിക്കുന്ന ഒരു കുട്ടിയെ തിരുവിതാംകൂറിൽ കൊണ്ടുപോയി ചേർത്താൽ അടുത്ത വഷ്ം അഞ്ചാം ക്ലാസ്സിലേയ്ക്കു കയറുന്നതിനു പകരം ഒന്നോ രണ്ടോ കൊല്ലം നാലാം ക്ലാസ്സിൽ തന്നെ പഠിക്കേണ്ടതായിട്ടാണു വരുന്നത്. നമ്മുടെ പ്രാഥമിക വിദ്യാഭ്യാസത്തിന്റെ സ്ഥിതി ആ സ്ഥിതിയിലിരിക്കെ, പഠന സമയം ൨ ൬ മണിക്കൂറാക്കി ചുരുക്കിയാൽ പിന്നെ ആ കുട്ടിയുടെ സ്ഥിതി എന്തായിരിക്കും? അങ്ങിനെ ചുരുക്കിയാൽ നമുക്ക് വിദ്യാഭ്യാസമുണ്ടെന്നു പറയാമെന്നല്ലാതെ ശരിയായ വിദ്യാഭ്യാസം നമുക്കു കിട്ടുമോ? ഇങ്ങിനെ റിപ്പോർട്ടിലെ ഓരോ നിർദ്ദേശവും പരിശോധിക്കുന്നതായാൽ നമ്മുടെ പണം ചിലവാക്കുവാനും സമയം നഷ്ടപ്പെടുത്തുവാനുമായിട്ടുള്ള അത്യുത്തമമായ ഒരു റിപ്പോർട്ടാണ് എസ്സ്. കെ. കമ്മിറ്റി ഇവിടെ സമർപ്പിച്ചിട്ടുള്ളതു്.

President.—Your time is up. You had 10 minutes. I cann't extend the time.

Mr. K. T. Mathew.—I don't want any extension of time.

Mr. P. Raman Menon.—Sir, from the discussions we had now, it has become clear that the question really centres upon the reduction of grant and reduction of the pay of the staff. The question is not free from difficulty. But at the same time, it has to be remembered that the present very liberal system of grant-in-aid was instituted at a time when there were practically no private agencies for imparting education here. As a direct result of such an encouragement by the Sirkar, institutions have sprung up here and there without any reference to the local needs; so that, it has become necessary to regulate them very carefully. The neceesity for continuing such a liberal scale also has ceased to exist. We can now safely adopt the systems in vogue in our sister States of Travancore or Mysore.

Another aspect that I wish to present to the Council is that

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almost all this huge amount is spent on literary education alone. We have been sadly neglecting industrial education. Now, we badly want more industrial schools and technological institutions. Money has to be found for them. If we continue the present scale of grant-in-aid, it is not possible to find funds for those things. Again, the problem of unemployment among the so-called educated section of the people has also become very serious and a solution has to be found for that. The heavy expenses of parents and guardians in connection with literary education are also becoming unbearable and they have to be lightened.

Once the question of the grant-in-aid is settled, my submission is, that the question of the pay of the aided school teachers does not arise at all. It can be safely left to the managers and teachers themselves. The Government has only to take care that the efficiency of the schools does not suffer.

Then on another point. The recommendation of the Committee that no recognitions should be given where no aid is sought need not be enforced. If any particular individual or institution is able to impart education efficiently without seeking aid from the Government, I do not see any reason why recognition should be withheld at all in such a case.

The reasons given in the report of the committee for not accepting the suggestions of the Director of Public Instruction to organise local educational boards do not appear to be convincing. The grounds brought forward by the Registrar of Panchayats for the same equally apply to the constitution and working of the Panchayats themselves. I do not think that the Registrar of Panchayats will admit that the working of our Panchayats was a failure.

Why the communities should fight each other upon educational matters is not clear. The objects of the different persons engaged in education are one and the same and there is no scope for any difference in interest so far as this question is concerned. I believe that the board will help to bring about harmony rather than aggravate differences. These are the observations that I have to make.

മിസ്റ്റർ കെ. അച്ചുതൻ.— സർ, സർവ്വേ റിപ്പോർട്ട് കമ്മിറ്റിയിലെ അംഗത്തിന്റെ നിലയിലല്ല ഞാൻ സംസാരിക്കുന്നത്. സർവ്വേ റിപ്പോർട്ടിനെപ്പറ്റി ആലോചിക്കുവാൻ ഒരു കമ്മിറ്റിയെ നിയമിച്ചതിലും അവരുടെ റിപ്പോർട്ട് ഈ സഭയുടെ ആലോചനക്കു വെച്ചതിലും ഇവർ ചിലർ ശബ്ദമുണ്ടാക്കുന്നതിനെ ആക്ഷേപിക്കയുണ്ടായി. ആ ആക്ഷേപം ശരിയല്ലെന്നാണ് എന്റെ അഭിപ്രായം. സർവ്വേ റിപ്പോർട്ടിനെപ്പറ്റി ശബ്ദമുണ്ടാക്കുന്നവരുടെ അഭിപ്രായം അറിയാൻ തന്നെയാണ് കമ്മിറ്റി വിദ്യാഭ്യാസ വകുപ്പുമന്ത്രിയും ഈ രാജ്യത്തെ ചില പ്രത്യേക താല്പര്യങ്ങ

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ളുടെ പ്രതിനിധികളും അടങ്ങിയതാണെല്ലൊ. അതുകൊണ്ടു കമ്മിറ്റിയുടെ അഭിപ്രായം വളരെ പ്രയോജനകരമായിരിക്കും. ഈ സഭയുടെ അഭിപ്രായം അറിയുന്നതും നല്ലതാണു്. കമ്മിറ്റിയെ നിയമിച്ചതും ഈ സഭയുടെ അഭിപ്രായം അറിയാൻ ശ്രമിച്ചതും ഡയറക്ടരുടെ റിപ്പോർട്ടിനെ ഖണ്ഡിക്കാൻ വേണ്ടിയാണെന്നു് വിചാരിക്കുന്നതു എന്തിനാണു്? ഡയറക്ടരുടെ റിപ്പോർട്ടിനെപ്പറ്റി പലവഴിക്കുമുള്ള അഭിപ്രായങ്ങൾ അറിയാൻ ഇപ്പോൾ സാധിച്ചിരിക്കുന്നു. ഈ അഭിപ്രായങ്ങൾ വെച്ചുകൊണ്ടു് ഗവമ്മെണ്ടിനു് റിപ്പോർട്ടിന്മേൽ ഉത്തരവു പാസ്സാക്കുവാൻ എളുപ്പമായിട്ടുണ്ടു്. ഈ അഭിപ്രായങ്ങൾ വെച്ചു് ഡയറക്ടരുടെ അഭിപ്രായങ്ങൾ റിവൈസ് ചെയ്യുവാൻ വേണമെങ്കിൽ അദ്ദേഹത്തോടു തന്നെ ഗവമ്മെണ്ടിനു് ആവശ്യപ്പെടാം.

ഗ്രാൻറിന്റെ കാര്യമാണു് ഇപ്പോൾ പ്രധാന വാദവിഷയമായിരിക്കുന്നതു്. ഗ്രാൻറ് കുറക്കണമെന്ന അഭിപ്രായമാണു് കമ്മിറ്റിക്കുള്ളതെന്നു പറയുന്നതു് ശരിയല്ല. കമ്മിറ്റിയിൽ പകുതി അംഗങ്ങൾ ഗ്രാൻറു് കുറക്കരുതെന്ന അഭിപ്രായക്കാരാണു്.

മിസ്റ്റർ എം. കൃഷ്ണമേനോൻ.— മെജോറിട്ടി അല്ലേ നോക്കേണ്ടതു്?

മി. കെ. അയ്യപ്പൻ.— നാലുപേർ ഗ്രാൻറു കുറക്കണമെന്നും നാലുപേർ കുറക്കരുതെന്നും പറയുന്നു. അതിൽ എന്തു മെജോറിട്ടിയാണുള്ളതു്. ഗ്രാൻറ് അല്ലാതെ പാവപ്പെട്ട അദ്ധ്യാപകന്മാക്കു് ഒന്നും കിട്ടുകയില്ലെന്നു് എല്ലാവക്കും അറിയാം. ഗവമ്മെണ്ടിനും അറിയാം. ആ സ്ഥിതിക്കു് ഗ്രാൻറു് കുറക്കുന്നതു കഷ്ടമായിരിക്കും.

തൊഴിലില്ലായ്മ വിദ്യാഭ്യാസത്തിന്റെ തരക്കേടുകൊണ്ടാണെന്നുള്ള ധാരണ പരക്കെ ഉണ്ടു്. അതു ശരിയാണെന്നു് തോന്നുന്നില്ല. വിദ്യാഭ്യാസം മാത്രം പരിഷ്കരിച്ചതുകൊണ്ടു് തൊഴിലില്ലായ്മ മാറുകയില്ല. സാമ്പത്തിക ഘടനയെ ഉടച്ചു വാർക്കാതെ വിദ്യാഭ്യാസം പരിഷ്കരിച്ചുമാത്രം തൊഴിലില്ലായ്മ ഇല്ലാതാക്കുവാൻ സാധിക്കയില്ല.

മിസ്റ്റർ ടി. കെ. നായർ.—സാർ, ഈ വിഷയത്തെപ്പറ്റി രണ്ടുമൂന്നു പ്രായിൻറ്സ് എനിയ്ക്കു തോന്നിയതു് ഞാൻ ഇവിടെ പറയാം. വിദ്യാഭ്യാസവിഷയത്തിൽ എനിയ്ക്കു വളരെ പരിചയമില്ല. കമ്മിറ്റിറിപ്പോർട്ടിനെപ്പറ്റി നിരൂപണം ചെയ്യുവാനുള്ള പ്രാപ്തിയും എനിയ്ക്കില്ല. ഇതു മുഴുവൻ വായിച്ചു് എഴുതുവാൻതന്നെ എനിയ്ക്കു സാധിച്ചിട്ടില്ല. അങ്ങിനെയിരിക്കെ ഇതിനെപ്പറ്റി അഭിപ്രായം പറയുവാൻ വേണ്ടി പുറപ്പെടുന്നതു കുറെ മോശമായിരിക്കും. അതുകൊണ്ടു് ആവക കാര്യങ്ങളെപ്പറ്റിയൊന്നും പറയുന്നില്ല. എനിയ്ക്കു് ഡയറക്ടരുടെ റിപ്പോർട്ടും കമ്മിറ്റി റിപ്പോർട്ടും ഇന്നത്തെ ഇവിടത്തെ പ്രസംഗങ്ങളുമൊക്കെ കേട്ട

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പ്പോൾ തോന്നിയതു് ഇതു രണ്ടുംകൂടാതെകണ്ടു് ഏതുതരത്തിലാണു് എഡ്യൂക്കേഷൻകൊച്ചീരാജ്യത്തു നടത്തുവാൻ സാധിയ്ക്കുന്നതു്; ആ തരത്തിൽ തുക്കിയാൽ മതിയെന്നാണു്. അങ്ങിനെ ഒരു വലിയ രക്ഷചെയ്താൽ മതിയെന്നേ ഞാൻ പറയുന്നുള്ളു. ഈ റിപ്പോർട്ടു് വന്നുകഴിഞ്ഞുവെന്നു കേട്ടപ്പോൾ മുതൽ ഗ്രാൻഡ്സ്കൂൾമാസ്റ്റർമാരുടെ ഓട്ടം; മാനേജർമാരുടെ ഓട്ടം;—സക്കാർസ്കൂൾമാസ്റ്റർമാർ മാത്രം ഡയറക്ടരെ പേടിച്ചു് ഓടിയില്ല.—ഇങ്ങിനെ അതുപ്പാടെ ഓട്ടംതന്നെ, ഈ രണ്ടു റിപ്പോർട്ടുകളാണു് ഈ ഓട്ടമൊക്കെ ഉണ്ടാക്കിയതു്. ഇതിൽ പ്രധാനമായിട്ടു് ഗ്രാൻഡു് റഡ്യൂസു് ചെയ്യുവാനും അതോടുകൂടി മാസ്റ്റർമാരുടെ ശമ്പളം കുറയ്ക്കുവാനുമാണു പറയുന്നതു്. ഗ്രാൻഡു റഡ്യൂസു് ചെയ്യുന്നതിനെ സംബന്ധിച്ചു് ഒരു അളവും ഒപ്പിട്ടിട്ടുള്ള ഒരു കടലാസു് ഗവൺമെൻറിലേയ്ക്കയച്ചിട്ടുണ്ടു്. ഈ റിപ്പോർട്ടിൽ പറഞ്ഞിരിയ്ക്കുന്ന ഒരു പ്രധാനവിഷയം അതാണു്. അങ്ങിനെ ഈ ഒടുവിലത്തെ കടലാസിൽതന്നെ ഇപ്പോൾ എന്തെല്ലാമുണ്ടോ അതെല്ലാം വേണ്ടെന്നു വരുത്തിയിട്ടുണ്ടു്. ഇങ്ങിനെയുള്ള പല സംഗതികളും ഇതിൽ പറഞ്ഞിട്ടുണ്ടു്. ഇതു രണ്ടും കൂടാതെ റീസൻറായിട്ടുള്ള ഒരു രീതിയിൽ ഡയറക്ടരുടെ യുക്തംപോലെ—ചീത്തയായിട്ടുള്ളതിനു ഗ്രാൻഡു കൊടുക്കുക; നല്ലാത്തതിനു കൊടുക്കാതിരിയ്ക്കുക (ചിരി)—ചെയ്യുന്നതല്ലേ ഉത്തമമായിട്ടുള്ളതു് എന്നാണെനിയ്ക്കു തോന്നുന്നതു്.

ഈ റിപ്പോർട്ടിൽ ഗവൺമെൻറിൻെറ ചിലവു കുറയ്ക്കണമെന്നാണു് കമ്മിറിറിയ്ക്കുള്ളതെന്നു തോന്നുന്നു. അതെങ്കിലും ഒരാൾ എനിയ്ക്കു സർക്കാരിൻെറ പണം വേണ്ട; ഞാൻതന്നെ സ്കൂൾ നടത്തിക്കൊള്ളാമെന്നു പറഞ്ഞാൽ അതു പാടില്ല എന്നു പറയാമോ? ഗവൺമെൻറിനു റക്കഗ്നൈസു് ചെയ്തിട്ടു് പണം വാങ്ങിച്ചാൽ മാത്രമെ ആ നിർബ്ബന്ധം വയ്ക്കുവാൻ പാടുള്ളു. അല്ലാതെ ഇങ്ങിനെ ഒരു നിർബ്ബന്ധം വയ്ക്കുന്നതു് ന്യായമല്ലെന്നാണു് എനിയ്ക്കു തോന്നുന്നതു്. എബോളിഷു് ചെയ്യുന്നതു് ചിലവു കുറയ്ക്കുന്നതിനു വേണ്ടിയായാൽ തരക്കേടില്ല. ഇപ്പോൾ എഫിഷ്യൻറായിട്ടുള്ള സ്കൂൾകൂടങ്ങൾക്കു ഗ്രാൻഡു കൊടുക്കുന്നില്ല; ഇൻഎഫിഷ്യൻറായിട്ടുള്ള സ്കൂൾകൂടങ്ങൾക്കു ഗ്രാൻഡു കൊടുക്കുന്നുണ്ടു്. മുതുക്കത്തിൽ എനിയ്ക്കു പറയുവാനുള്ളതു് ഈ രണ്ടു റിപ്പോർട്ടുകളും നോക്കിയതിൽ ഗ്രാൻഡു കൊടുക്കാത്തതും എഫിഷ്യൻറുമായ സ്കൂളുകളെ നിലനിറുത്തിയും ഗ്രാൻഡു കൊടുക്കുന്നതും ഇൻഎഫിഷൻറുമായിട്ടുള്ള സ്കൂളുകളെ എബോളിഷു് ചെയ്യണമെന്നാണു്. അല്ലാത്തപക്ഷം ഇതിൽ പല ഡിഫിക്കൽട്ടീസും വരുവാനിടയുണ്ടു്. ഞാൻ ഈ പറയുന്നതൊക്കെ എൻെറ സ്വന്തം അഭിപ്രായമാണു്. ഈ റിപ്പോർട്ടിൽ പറഞ്ഞിട്ടുള്ള ഫാൽഫ്ടൈമിനെപ്പറ്റി വായിച്ചുനോക്കിയിട്ടു് എനിയ്ക്കൊന്നും മനസ്സിലാകുന്നില്ല. ഡയറക്ടർ പറയുന്നതു തെറ്റാണെന്നു് കുട്ടികളുടെ രക്ഷകർത്താക്കന്മാർ

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പറയുന്നു അതു സാദ്ധ്യപ്പെടുകയില്ല എന്നു; ഇൻസ്പെക്ടർമാർ പറയുന്നു അതു ശരിയല്ല എന്നു. ആ സ്ഥിതിക്കു ഇതു നടപ്പിൽ വരുമ്പോൾ ശരിയായ ഒരു യൂനിഫാമിറ്റി കിട്ടുവാൻ എളുപ്പമുണ്ടെന്നു തോന്നുന്നില്ല.

ഞങ്ങളുടെ നാട്ടുപുറങ്ങളിലുള്ള ചില സ്കൂളുകളിൽ ഞാൻ വിസിറ്റു ചെയ്തിട്ടുണ്ടു. അവിടത്തെ വിസിറ്റേഴ്സ് ബുക്കിൽ ഞാൻ എഴുതീട്ടുണ്ടു. അവിടെയെല്ലാം രണ്ടും മൂന്നും വയസ്സായ കുട്ടികളെ വീട്ടിൽ ഉപദ്രവം കൂടാതെകഴിക്കുവാൻ വേണ്ടിയാണു രക്ഷകത്താക്കന്മാർ സ്കൂളിലേയ്ക്കയയ്ക്കുന്നതു. സ്കൂളിൽ പോയി കുറച്ചു സമയം കഴിയുന്നതിനു മുമ്പു മാസ്റ്റർമാർ അവരെ പുറത്താക്കും. ജോഷുവ പുറത്തു വരുന്നതുവരെ—ർ മണിവരെ—ആ കുട്ടികൾ ഉറക്കം തുങ്ങിനില്ക്കും. ഇതുകൂടാതെകഴിയ്ക്കുവാൻ വല്ല നിവൃത്തിയുമുണ്ടെങ്കിൽ ചെയ്താൽ തരക്കേടില്ല.

വേറെ ഒരു ഭാഗംകൂടി ഈ റിപ്പോർട്ടിൽ പറഞ്ഞിട്ടുണ്ടു. മലയാളം പണ്ഡിറ്റു, സാൻസ്ക്രിറ്റുപണ്ഡിറ്റു, ഡ്രിൽമാസ്റ്റർ, നീഡിൽവർക്സ് ടീച്ചർ, ഇങ്ങിനെ മാസ്റ്റർമാരെ സ്പെഷ്യലൈസ് ആയിട്ടാണു വച്ചിരിയ്ക്കുന്നതു. എന്നാൽ സാൻസ്ക്രിറ്റുപണ്ഡിതന്മാർ മലയാളം പണ്ഡിതന്മാർ എന്നിവരെ ഡ്രിൽ മാസ്റ്റർമാരുടേയും മറ്റും നിലയിലല്ല എന്നൊന്നാക്കിയാൽ കൊള്ളാം. ഇതയേ എനിയ്ക്കു പറയുവാനുള്ളു.

The House rose for lunch at 2 p. m. and re-assembled at 3 p. m. with the Diwan President in the Chair.

Mr. P. Kumaran Ezhuthassan.—Mr. President, Sir. Our thanks are due to the Director of Public Instruction for giving us some time early last year a very thought providing report with the generous recommendation to place the same before a competent committee of experts. If the Government have failed to secure the services of the best men for the purpose it has to thank itself for their blunder. Our thanks are due to the S. K. Committee also for the innumerable pieces of information supplied through that report if not for anything else. Finally our thanks are due to the Government for placing these proposals for a discussion by the members of this House. I am not one who thinks that the procedure of the Government is wrong in placing this matter before this House.

As remarked here already regarding a few important points which have been the subject of remarks by the committee as well as by the survey report, a good many of the non-official members have come to an agreement and therefore I do not wish to offer any remarks upon them except to say in passing that the points agreed to by the majority of the members are (1) that the system of grant and contingency at the rate of 12½ per cent hitherto allowed should be continued that in no instance should

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any school be suppressed or amalgamated which satisfies the conditions regarding minimum strength and the necessary accommodation (iii) that the pernicious half time system should be done away with (ii) that the proportionate grant recommended by the Committee may be accepted and (v) that in no case should any discrimination be made between the pay of Sirkar School teachers and Aided School teachers. These are the 5 points the majority of the non-official members of the House have agreed upon and the matter being thus settled by those members in consultation one with the other, I think, the Government thought it proper to place the report before the House evidently ascertaining its view point will be prepared to accept the unanimous opinion of those members and act upon these agreed recommendations.

Over and above these points, one or two things on which I feel bound to place my views before this House. One of them is the powers of the management of the Aided schools. There are two classes of private schools, the aided private schools and the un-aided private schools. With regard to the private aided schools the present system is one of undue interference by the department into the internal affairs of the school. The position of the manager obtaining to-day is that of an aided school as is, he has been reduced to the position of a man to take the money from the Government and pay it to the teachers. There is no manner of power vested in him. If he has to fine or to suspend a teacher, even for these things, the departmental sanction has to be previously obtained, not to say anything about the question of dismissal. That is a system which has reduced the manager to what he is to-day. I am not one who will contend for the position that the teachers of aided schools should be at the mercy of the managers. Security of service of these teachers should certainly be ensured to them but the method of that is not the one that is obtaining to-day. If the manager is allowed in the first instance to degrade, suspend or dismiss a teacher there is nothing which will very seriously affect the interest of the teacher if he is given the right of appeal to the Director of Public Instruction in the first instance and finally to the Diwan. In such a case a manager who has to deal with a teacher will think twice before he acts wrongly. The teacher who will have to be reinstated on appeal will certainly not be dismissed unless it be that the manager will be able to substantiate the position taken up by him before the appellate authorities. The right of appeal is a greater safeguard to the security of the teacher than to the obtaining of the previous sanction to dispense with his services. The previous sanction is a matter which certain persons will manage very easily to get but it is not so easy work in the case of an appeal by the teacher.

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Then with regard to the unaided schools I do not find any sort of justification for the department to interfere in the internal affairs of those institutions. It will be admitted by all that they are doing yeomen service to the promotion of literacy in the State. That being so, the only question for consideration is whether they satisfy the conditions necessary for granting recognition. It is stated in the report that in case of unaided institutions no recognition should be given. That is a very foolish position to take up. The only thing that Government should see is that they are efficiently worked. Efficiency of the school alone must be the consideration of the Government and not anything else. There are unaided schools which are very efficiently worked and if the Government were to interfere with these schools as suggested in the report that the same rate of pay should be given to the teachers, all these schools will have to be closed down. Certainly we cannot expect the unaided school manager to pay his teacher the same rate of pay as that paid to the teachers in the Sirkar or aided schools. With regard to such schools the management must be allowed to enter into contractual relations with the staff that they employ provided that the staff employed by them satisfy the efficiency requirements of the department. These schools have to be left as they are.

Then with regard to the suppression of schools. If the Government is not going to accept the proposition that even if there are certain schools which may not satisfy the conditions regarding the minimum strength when there are two schools of that sort one which is not efficiently managed and the other which is more efficiently managed which is less costly, the latter should be allowed to stand. I find recommendations in the report to stifle certain institutions which are most efficiently managed as can be judged from the recent public examination results. At the same time they want to maintain those schools which are inefficient. I do not know what made the committee to make such recommendations. It will be stupid to accept these recommendations.

Then with regard to the pay of teachers I do not find any justification for the committee to propose a higher pay to the headmasters of schools than what they get now. They should have considered the desirability to increase the pay of those in the lower grades of the department. That they seem to have forgotten. Persons who get a decent salary now are recommended to be given more. I would suggest a time-scale of pay in all the grades consistent with the amount that we may be able to earmark for education. If a system of time-scale will land us in financial difficulties it will not be in my opinion too much

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for the State to levyeven an educational cess though an educational cess has been objected to by the majority of witnesses examined. It is indeed a curious statement to read. No cess has ever been welcomed by the people. But that cannot be a reason for its new imposition. The question is not whether it is objected to but whether it is necessary. If without additional taxation the Government could not give living wages to teachers, certainly it is up to the Government to think of additional taxation to the extent necessary to give living wages to teachers in the lower grades.

Then there is the recommendation of the Committee to increase the Inspectorate and increase their pay. In as much as the present inspection is inefficient I would suggest that the recommendation for increasing the Inspectorate (Deputy Inspectors) may be accepted but there is no necessity to increase their pay.

I would also suggest that the recommendation of the Committee to give free-scholarships to backward class students and scholarships to poor students of other communities reading in College classes may kindly be accepted in as much as it does not entail much expenditure on the part of the Government. I would conclude my observations requesting that the Government may be pleased to do nothing which will stifle private agency which has all along contributed greatly to the spread of education in the State.

Mr. Paul Mampilli.—Mr. President, Sir. In addition to the points already agreed to by me I wish to draw the attention of the Government to a few further points.

One of the most important of such points is the question of religious instruction in schools. Though the Committee says in their report that they have not underrated the value of imparting religious instruction in schools, yet (on the ground of some imaginary objections) they have not suggested any method to carry out this important object. They have not given the subject the importance it deserved, but they have simply shelved the question. My present purpose is not to discuss the controversial subject of introducing compulsory moral instruction for all students in all schools, irrespective of whether they are Government or aided. But my present purpose is only to emphasise and urge on the Government that as regards Catholics are concerned the teaching of their religion in their schools for their children should be allowed and be made compulsory. Other students of other communities are absolutely unaffected by this and it can be carried out without giving them any difficulty, excepting perhaps a few persons who might not believe in any religion at all, the large majority of the people of this State are

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persons who believe in a God and who would like that their children are taught the tenets of their own religion. I therefore fail to see why anyone should oppose the proposition that Catholic students should be taught their religion in schools conducted and managed by Catholics.

I have often noted that certain persons have absolutely failed to correctly appreciate the motive behind the starting and conducting of educational institutions by Catholics at enormous cost and expense to themselves. Some seem to think that these institutions are run for profit. No more untrue or uncharitable and prejudiced view can be maintained about any matter. If such gentlemen were to throw off their coloured glasses and look at things with open eyes, they will be shocked to realise the enormous expenditure the various institutions had to incur for constructing the buildings and equipping the school. Does anybody think that the St. Thomas College, Trichur with its massive pile of buildings was started and is run for profit? Who has known of the great financial difficulty the diocesce had to undergo because of this College? Was St. Alberts with its stately buildings started for profit? Who has known of the enormous outlay of capital by the mission? So also may be asked of almost every other Catholic Institution. I know as a matter of fact that very many churches have fallen into financial difficulties merely because they are running certain schools. And yet some would have it that schools are run for profit. If for profit it would be far better to sell away all these buildings and furniture and make a safe investment of the proceeds in some banks where they can get a recurring annual return.

Then it may be asked why do you run these schools. The answer is that according to the principles of the Catholic Church it is the duty of the church to see that her children are given a proper education. The Catholic point of view is that Catholic boys should be educated only in a Catholic atmosphere. It is almost part of our faith that we should send our children to Catholic Schools so that they may be educated in a Catholic Religious atmosphere. The ideal of Catholic education is a complete and harmonious development of man. To the Catholic the moral development of man is equally important as his intellectual development. We believe that citizenship is not the only function of man. We have a duty far beyond the limits of any city or Empire built by men. And hence according to Catholic position intellectual education must not be separated from the moral and religious education. So far as we Catholics are concerned religion should form an essential part of our education. The Catholic point of view is summarised in the memorandum submitted on behalf of the Cochin Catholic School Manager's Association. Very briefly it is this:—

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"It is in fact the solicitude which Catholics feel for instruction in their religion to be imparted to their children that has impelled them to participate in the work and to assert their lawful rights in this matter. Parents claim that it is their right to educate their children in the manner in which they think best in the light of their religious and moral convictions. As the State's rights are limited by the individual's right of religious freedom so too the State's right to educate the children is subordinate to the right of the parent to do so."

They further say "The Catholic Schools will teach Catholic religion in their schools but only to Catholic pupils. Hindu schools may teach if they so desire Hinduism to their Hindu pupils and Muslim Schools the Mohamedan religion to Mohamadan pupils. This is what we mean by saying that we want to teach our religion in our schools. No non-Catholic will ever be forced to attend such religious instruction just as a Catholic pupil in a Hindu School should not be compelled to attend Hindu religious instructions if it is given in that school".

Under the present conditions it is not possible to attain both these ends in Sirkar schools. Being, composed of various castes and creeds there are difficulties in the way of the State undertaking to teach religion. The matter can only be left to individual communities concerned. But if a State cannot teach religion it ought to help religion being taught wherever there is a demand for it. I shall just refer to the recommendation of the Statham Committee in Travancore. They say.

"As we have stated elsewhere we are strongly of opinion that some form of religious instruction is an essential part of sound character forming education. We recommend therefore that subject to certain safeguards religious instruction should be encouraged by Government. In the case of pupils of a particular denomination, the present system of permitting religious instruction outside school hours may be continued, though we consider that, where the large majority of pupils in a denominational school belong to one denomination, religious instruction within school hours should not be objected to provided the management can satisfactorily adjust their timetable of seculas studies. Thy further say"

"We can see no objection to an examination in the subject of religious instruction being held as part of the promotion tests for pupils of a particular denomination provided obviously that a Christian pupil for example does not earn preferential promotion over a non-Christian pupil owing to the addition of extra marks to his general total".

The Catholics do demand that Catholics should be taught religion in their schools. Why, I ask, should Government stand in the way. I would therefore urge that in schools where it is convenient religious instruction should be allowed to be given during class hours. Of course this should be done without inconvenience to other students. This has been going on in very many schools till recently and in some schools even now. There is no reason to discontinue it. Where it is not convenient to teach during class hours, it should be taught outside class hours. In either case attendance at such classes should be made compulsory. I may also suggest that religious instruction should be classed with any other subject for purposes of promotion,

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Necessary arrangements will be made by the authorities concerned for providing proper text books, etc.

Dr. K. Sankara Menon.—Sir, now two reports are before the public one written by the Director of Public Instruction and the other written by a Committee appointed by the Government. With a few modifications here and there the report submitted by the Director of Public Instruction would have been sufficient. With the publication of the other report there was commotion among the managers, heartburning to all the aided school and unaided school teachers and general disaffection among the public. It is an ill wind that blows nobody good. With these few remarks I have to point out certain facts to the attention and consideration of this Hon'ble House.

Among non-departmental schools there are two kinds :— the aided and unaided. In so far as the unaided schools do not get any help from the Government they should be allowed to manage their internal affairs to the best of their ability ; and besides the Manager may be allowed to enter into written contracts with the teachers whom he employs and such contracts should be recognised valid by the Government. Otherwise various kinds of troubles may arise afterwards. With regard to the admission of backward and depressed class students I have an observation to make. Government have allowed the backward class students half-fee concession and the depressed class students full-fee concession. In the case of unaided schools they are sustaining a loss by admitting such students. It would only be proper if the Government would compensate them for this act of charity which according to the Government rules the Managers could not possibly neglect.

Another fact that I have to point out is that Provident Fund should be made compulsory among all teachers of non-departmental schools. In the case of unaided schools although the Manager may not be able to contribute anything as in the case of aided schools the Government should not fail to contribute as they do in the case of the teachers of aided schools.

Now another point that I should like to press is the undesirability of the contemplated abolition of the Irippunittura Girls' High School ; the girls undergoing instruction there in that case will have to be taken to the Boys' High School. This admixture of adolescence or co-education as it is called, in the higher classes is a positive danger. In this connection I want to point out to the Hon'ble Members of this House that in a recent book called 'wasted woman-hood' published by experienced Lady Principal of a well-known College in the West she has recorded her sad experiences of mixed adolescence in such schools. She has proved by facts and figures that at the end of

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the year when the girls sat for the examination about 20 per cent of the girls were in an advanced state of pregnancy (*loud and continued laughter*). So we do not want to experiment that in Cochin. Those who have not read it will do well to peruse it.

With regard to the abolition of schools in general it should be done only after mature consideration. There are schools which are managedefficiently while there are others of which the management is inefficient. An indiscriminate elimination will cause great trouble and heartburning. Most of the private schools are constructed at great cost either by subscription or by private donations from individuals or by charitable institutions. Such schools if they are abolished without careful consideration will cause great inconvenience, trouble and heartburning. Therefore I would request such abolition if necessary is to be effected after mature consideration. These are the few points that I have to press to the attention of the Hon'ble House and the Government.

Mr. M. K. Raman.—Sir, when I found most of the Hon'ble Members condemning the report in toto I was becoming a little anxious, because I found in the report one redeeming feature which I want to layemphasis upon and that is paragraph 133:

"The scholarships now awarded to the poor and deserving pupils of the backward classes in the College Department are one senior University scholarship tenable for two years in the B. A., or three years for the B. A. (Hons.) as the case may be and six junior University scholarships tenable for two years in the Intermediate. We consider these scholarships to be insufficient to promote the cause of higher collegiate education among these communities. The interests of such communities would be better served if for the system of scholarships for collegiate education for a limited number of students provision for free education of the pupils of the backward communities who get admission into the College classes and who are certified to be poor and deserving be substituted. It will no doubt mean some extra expenditure to Government but its introduction will we hope be a reform in the right direction and be appreciated better."

That portion ofthe Committee's Report is also corroborated by the statement of the Director of Public Instruction at page 42 of the report.

I would therefore earnestly request the Government if as some of the Members suggested that the whole report is to be given a decent burial they will do well to preserve these two pages at least. I want the special concessions which are given to really deserving pupils to be enhanced and the education of

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these poor communities be facilitated. Some of the members spoke of the report as if it is the great Sahara desert. Even if if it is the Sahara desert, I say that there are a few oases in that.

മിസ്റ്റർ കെ. എം. ഇബ്രാഹിം.—സാർ, പൌരന്മാക്കു് അഭിപ്രായസ്വാതന്ത്ര്യം ഇല്ലാത്ത ഈ നാട്ടിൽ ഞങ്ങളുടെ അഭിപ്രായങ്ങൾ ഗവൺമെൻറു അങ്ങോട്ടു ക്ഷണിച്ചിരിയ്ക്കുന്നതിൻെറ യുക്തിഹീനതയാണു് എനിയ്ക്കു മനസ്സിലാകാത്തതു്. അഭിപ്രായങ്ങൾ കൂടുവേണ്ടി മനുഷ്യരെ മർദ്ദിയ്ക്കാമെന്നും, അധരെ ജയിലിൽ താമസിപ്പിയ്ക്കാമെന്നും ഉള്ള ഒരു നിയമം ഇരിയ്ക്കുന്ന സ്ഥലത്തു്—ഇതിനെക്കുറിച്ചു കൂടുതൽ പറയേണ്ട അവസരം വരുമ്പോൾ പറഞ്ഞുകൊള്ളാം—അഭിപ്രായങ്ങൾ അങ്ങോട്ടാവശ്യപ്പെടുന്നതു് യുക്തിഹീനതയാണെന്നു് ഞാൻ അഭ്യർത്ഥിച്ചുകൊള്ളുന്നു. പത്തു മിനിട്ടുകൊണ്ടു് ഇത്രവലിയ ഒരു മഹാപ്രമാണത്തിലുള്ള സംഗതികളുടെ വിമർശനങ്ങൾ ചുരുക്കിപ്പറയുന്നതിനു് വളരെ പ്രയാസമുണ്ടെന്നു് നിങ്ങൾക്കുതന്നെ അറിയാം. പൊതുവായി ഇതിൻെറ നയത്തിൽ അന്തർലീനമായിരിയ്ക്കുന്ന ഒന്നുരണ്ടു സംഗതികളെക്കുറിച്ചുമാത്രം പറയണമെന്നുള്ളതാണു് എൻെറ പ്രസംഗത്തിൻെറ ഉദ്ദേശം. ഈ കമ്മിറ്റിയുടെ നിയമനത്തിൽതന്നെ ഗവൺമെൻറിനെ പലരും കുറ്റപ്പെടുത്തീട്ടുണ്ടു്. അതിൽ ഞാൻ യോജിയ്ക്കുന്നില്ല. പൊതുജനാഭിപ്രായത്തെ അറിയുവാൻ വേണ്ടി കേവലം ഒരു ഡിപ്പാർട്ടുമെൻറുമേലധികാരിയെ അവസാനപ്രമാണമാക്കാതെ മറുതരത്തിലും അന്വേഷണം ചെയ്തു് യഥാർത്ഥം കണ്ടുപിടിയ്ക്കുവാനുള്ള ഗവൺമെൻറിൻെറശ്രമം ഏറ്റവും അഭിനന്ദനീയമാണു്. പക്ഷെ ആ കമ്മിറ്റി ഈ നിയമസഭയിൽനിന്നും രൂപീകരിച്ചിട്ടുള്ള അനുദ്യോഗസ്ഥഭൂരിപക്ഷമുള്ള ഒരു കമ്മിറ്റിയായിരുന്നുവെങ്കിൽ ഇതിലും കൂടുതൽ ഭംഗി അതിനുണ്ടാകുമായിരുന്നു. നാട്ടിലെ പൊതുജനാഭിപ്രായം എന്താണെന്നറിയുവാൻ ഗവൺമെൻറു് ആ രൂപത്തിൽ ശ്രമം ചെയ്തിരുന്നുവെങ്കിൽ അവരെ കൂടുതൽ അഭിനന്ദിയ്ക്കേണ്ടതുതന്നെയാകുമായിരുന്നു. ഇതിൽ എല്ലാംകൊണ്ടും ഏറ്റവും പ്രധാനമായ സംഗതി കൊല്ലംതോറും പഠിപ്പിൻെറ മേന്മ കൂടുവാനും പഠിച്ച ആളുകളുടെ എണ്ണം കൂടുവാനും മാത്രം അല്ല നോക്കേണ്ടതു് എന്നുള്ളതാണു്; പഠിച്ച ആളുകളുടെ കുറവു ഈ നാട്ടിൽ ഇല്ല; അസംഖ്യം ആളുകൾ പഠിച്ചു് ആ പഠിപ്പുകൊണ്ടു് ശരിയായവിധത്തിൽ പ്രാഥമികമായ ഉപജീവനംപോലും നോക്കുവാൻ നിവൃത്തിയില്ലാതിരിയ്ക്കുന്ന ഒരു ദയനീയമായ നിലയാണു് ഇന്നു നമ്മുടെ രാജ്യത്തുള്ളതു്. എന്നാൽ പഠിപ്പിയ്ക്കുന്നതിനു മാത്രം കൂടുതൽ ചിലവു വരുന്നതായ നിർദ്ദേശങ്ങൾ കൊടുക്കുന്നതിൽ അവസാനിച്ചുപോയ കമ്മിറ്റിയുടെ പ്രവൃത്തിയിൽ അധികം അനുമോദനത്തിനു ഞാൻ വക കാണുന്നില്ല.

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വിദ്യാഭ്യാസസംബന്ധമായ പരിഷ്കാരങ്ങളേക്കാൾ വിദ്യാഭ്യാസം സിദ്ധിച്ചു് ഇപ്പോൾ ഇവിടെ പുറത്തു വന്നിട്ടുള്ള ആളുകൾക്കു് അതുകൊണ്ടുണ്ടാകേണ്ടുന്ന കായ്യലാഭങ്ങളെക്കുറിച്ചാണു് നാം പ്രധാനമായി ചിന്തിയ്ക്കേണ്ടിയിരിയ്ക്കുന്നതു്. വിദ്യാഭ്യാസത്തിന്റെ ചിലവു കുറയ്ക്കണോ, കൂട്ടണോ, അതു പരിഷ്കരിയ്ക്കണോ, അതിന്റെ തത്വങ്ങളിൽ ഭേദഗതി വരുത്തണോ എന്നല്ല ഈ ഘട്ടത്തിൽ ആദ്യം നോക്കേണ്ടതു്; ഇന്നു നിലവിലിരിയ്ക്കുന്ന നമ്മുടെ പഠിച്ച അനുഭവങ്ങളെ ശരിയ്ക്കു നിയന്ത്രിയ്ക്കുവാനുള്ള ഒരു തൊഴിൽപദ്ധതി ഈ നാട്ടിൽ ഉണ്ടോ എന്നാണു ഞാൻ ചോദിയ്ക്കുന്നതു്. അങ്ങിനെയൊന്നില്ലെന്നു് ഗവൺമെന്റിനു നിർല്ലജ്ജം സമാധാനം പറയേണ്ടതായിവരും. വെറും ഒരു പഠിപ്പുപരിഷ്കരണക്കമ്മിറ്റിയേക്കാൾ ഇന്നു കൂടുതൽ ആവശ്യം പഠിച്ചിട്ടുള്ളവർക്കും ആസന്നഭാവിയിൽ പഠിച്ചു പുറത്തു വരുവാനുള്ളവർക്കും തൊഴിലുണ്ടാക്കുന്ന ഒരു കമ്മിറ്റിയാണു്. എന്റെ അഭിപ്രായം അങ്ങിനെയൊരുവമ്പിച്ചപദ്ധതി സ്വീകരിയ്ക്കുന്നതുവരെയ്ക്കുമിപ്പോൾ വിദ്യാഭ്യാസംഒഴിച്ചുള്ള ലോവർസെക്കൻഡറിയും, അപ്പർസെക്കൻഡറിയും, കോളേജുതരങ്ങളും ഉണ്ടാകുന്ന കൊല്ലത്തെയ്ക്കു നിലനിറുത്തിവയ്ക്കുവാൻ സാധിയ്ക്കുമെങ്കിൽ അങ്ങിനെ ചെയ്യണമെന്നാണു്. ഇതു് അപ്രായോഗികമാണെങ്കിൽ പഠിച്ചുവന്നിട്ടുള്ളവർക്കു വേണ്ടി ഒരു പദ്ധതി കണ്ടുപിടിയ്ക്കുവാൻ ഇനിയെങ്കിലും—ഇതിനുമുമ്പുതന്നെ അതു ചെയ്യേണ്ടതായിരുന്നു—ശ്രമിയ്ക്കണമെന്നു് ഗവൺമെന്റിനോടു ഞാൻ വിനീതമായിഅപേക്ഷിച്ചുകൊള്ളുന്നു. സ്കൂളുകളെല്ലാം ഞാൻ പറഞ്ഞ നിലയിൽ നിറുത്താതെ സെക്കൻഡറി, കോളേജു വിദ്യാഭ്യാസം എന്നീ ശാഖകൾ പഴയപടി തുടരുകയാണെങ്കിൽ അതിനെ സംബന്ധിച്ചും ചിലതു പറയുവാനുണ്ടു്.

സ്കൂളുകൾ പൊരാവലിയുടെ വിദ്യാഭ്യാസത്തോതിനെ നിലനിറുത്തിപോരേണ്ടതായ പ്രധാന കേന്ദ്രസ്ഥാപനങ്ങളാണു്. അങ്ങിനെയുള്ള സ്ഥാപനങ്ങൾ എപ്പോഴും സ്റ്റേറ്റിന്റെ വകയായിരിക്കണം. വിദ്യാവിതരണത്തിൽ പ്രൈവറ്റ് ഏജൻസികളെന്നുള്ള നിലയിൽ തത്ത്വമാത്രമായി സ്കൂളുകളെ അഭിവൃദ്ധിപ്പെടുത്തുന്ന ആളുകൾ നമ്മുടെ നാട്ടിൽ ധാരാളമുണ്ടു്. അവരുടെ ത്യാഗങ്ങൾക്കും സേവനങ്ങൾക്കും വേണ്ടി നാട്ടുകാരോടൊപ്പം ഞാനും കൃതജ്ഞതയുള്ളവനാണു്. അവർ നാട്ടിനുവേണ്ടി ചെയ്യുന്ന ത്യാഗങ്ങൾക്കു് തക്കതായ സമ്മാനം അവർക്കു കൊടുക്കണം. അവർ നാട്ടുകാരുടെ ഗുണത്തെ വർദ്ധിപ്പിക്കുവാൻ വേണ്ടി പല ത്യാഗങ്ങളും ബുദ്ധിമുട്ടുകളും അനുഭവിയ്ക്കുന്നുണ്ടു്. അങ്ങിനെയുള്ളവർക്കു് തക്ക പ്രതിഫലം കൊടുത്തിട്ടു് "ഇതു സ്റ്റേറ്റിന്റെ ജോലിയാണു്; നിങ്ങൾ ഇനി ബുദ്ധിമുട്ടേണ്ടതില്ല" എന്നു് ഭംഗിയായി പറഞ്ഞു് അവരിൽ നിന്നും ആ ഭാരം വാങ്ങിച്ചു വയ്ക്കണം. ഈ ഭാരവാഹിത്വക്കൈമാറ്റത്തിനു പ്രോത്സാഹനമായിട്ടു് ഏതെല്ലാം വി

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ധത്തിലുള്ള പ്രതിഫലങ്ങൾ അവർക്ക് കൊടുക്കുവാൻ സാധിയ്ക്കുമോ അതെല്ലാം കൊടുക്കേണ്ട കടമ പരിഷ്കൃതമായ ഒരു സ്റ്റോറിനുള്ളതാണ്. കുറെ ത്യാഗങ്ങൾ മുമ്പ് ചെയ്തതുകൊണ്ടു മാത്രം പെയരന്മാരുടെ വിദ്യാഭ്യാസത്തെ നിർവ്വഹിയ്ക്കുന്ന സർക്കാരിന്റെ ചുമതലയെ വ്യക്തികൾക്ക് വിട്ടുകൊടുപ്പാൻ നിവൃത്തിയില്ല. അതെല്ലാം വളരെ വിശാലമായും വിസ്തൃതമായും പരിഷ്കൃത രീതിയിലും ഭരണം നടത്തുന്ന ഒരു രാഷ്ട്രത്തിന്റെ പൊതുവായ അടിസ്ഥാനച്ചുമതലയാണ്. അതുകൊണ്ട് മേൽപ്രകാരം നമ്മുടെ നാട്ടിൽ വിദ്യാഭ്യാസം വളരുന്നതിനു വേണ്ടി സ്വന്തനിലക്ക് ശ്രമിച്ചിട്ടുള്ള ത്യാഗികളോടു നന്ദിപറയുകയും അവർക്ക് ശരിയായ പ്രതിഫലം കൊടുക്കുകയും അവരിൽനിന്നും മേലാലുള്ള വിദ്യാലയ ഭരണഭാരം ഗവർമ്മെണ്ടു് ഏറ്റുവാങ്ങുകയും ചെയ്യണമെന്നാണ് എനിയ്ക്കു പറയുവാനുള്ളതു്. ഇതു് ഈ ഗവർമ്മെണ്ടു് ചെയ്യാത്തപക്ഷം ഇപ്രകാരം ചെയ്യുവാൻ കഴിവുള്ളതായ ഒരു ഗവർമ്മെണ്ടിനെ ഉണ്ടാക്കുവാൻ ഞങ്ങൾ നിർബ്ബന്ധിതരായിത്തീരും (ചിരി).

ഇനിയെനിയ്ക്കു പറയുവാനുള്ളതു് ചില സ്കൂളുകൾ വേണ്ടെന്നു വയ്ക്കുവാനുള്ള ആലോചനയെക്കുറിച്ചാണ്. വേണ്ടെന്നുവയ്ക്കേണ്ട സ്ഥലത്തു് വേണ്ടെന്നുതന്നെ വയ്ക്കണം; എന്നാൽ അതുകൊണ്ടുണ്ടാകാവുന്ന തൊഴിലില്ലായ്മയ്ക്ക് ഒരു പരിഹാരം ഇപ്പോഴേ കാണണം. കുറെ സ്കൂളുകൾ ഇല്ലാതാക്കിയാൽ ഇവിടെയുള്ള പഠിപ്പുള്ളവരായ പല ചെറുപ്പക്കാർക്കും തൊഴിലില്ലാതാകും. അങ്ങിനെ തൊഴിലില്ലാത്തവരെ വർദ്ധിപ്പിക്കുന്നതിനുമുമ്പു നാട്ടുകാർക്ക് ഫലത്തെ ചെയ്യുന്നതും അവർക്ക് ഉപകാരമുള്ളതുമായ എന്തെങ്കിലും ജോലിയിൽ പ്രവേശിയ്ക്കുന്നതിനുതകത്തക്കവണ്ണം ഏറ്റവും വിസ്തൃതമായ ഒരു തൊഴിൽ പദ്ധതിയുണ്ടാക്കണം. അല്ലാതെ സ്കൂളുകൾ നിറുത്തിയാൽ വളരെ കഷ്ടമാണ്. അതുകൊണ്ടു് സ്കൂളുകൾ ചുരുക്കുന്ന അതേ അവസരത്തിൽതന്നെ പഠിച്ചവരായ ചെറുപ്പക്കാരുടെ തൊഴിലില്ലായ്മയെ പരിഹരിയ്ക്കുവാൻവേണ്ടി സൂക്ഷ്മചരമായ ഒരു പദ്ധതി രൂപീകരിയ്ക്കേണ്ടതാണ്.

അതുപോലെ തന്നെ അദ്ധ്യാപകന്മാരുടെ ശമ്പളത്തിൽ വരുത്തുന്ന ചുരുക്കവും അവർക്ക് മറ്റു ഒരു പരിഹാരമുള്ള വഴിയുണ്ടാക്കിക്കൊടുക്കാതെ പാടില്ലാത്തതാണെന്നാണ് ഞാൻ പറയുന്നതു്. വെട്ടിച്ചുരുക്കുവാനുള്ള കരുക്കൾ മൂകളിലാണ്. അടിയിൽ വെട്ടുന്നതാണ് കഷ്ടം. 50-ം, 40-ം, 30-ം, 20-ം പിന്നെ ആയിരങ്ങളും രൂപാക്കാരുടെ ശമ്പളമാണ് ആദ്യം വെട്ടിച്ചുരുക്കേണ്ടതു്. അതിനുമുമ്പു് ഈ സാധുക്കളുടെ വയറ്റത്തടിയ്ക്കല്ലേ എന്നു് ഞാൻ ഹൃദയംഗമായി അപേക്ഷിച്ചുകൊള്ളുന്നു. ഇനി നമ്മുടെ പൊതുവായ വിദ്യാഭ്യാസ സമ്പ്രദായത്തെക്കുറിച്ചു അല്പം പറയാം. ഞാനൊരു വലിയ വിദ്വാനൊന്നുമല്ല. എന്നാലും ഒരു മനുഷ്യന്റെ ജീവിതത്തിൽ ഇത്രത്തോളം കാലം ഒരു ഡിഗ്രി സമ്പാദിക്കു

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വാൻ ചിലവു ചെയ്യേണ്ടി വരുന്നതു് വലിയ കഷ്ടമാണെന്നു പറവാനുള്ള വൈദഗ്ദ്ധ്യം എനക്കുണ്ടു്. പല രാജ്യങ്ങളിലും പല പുതിയ പദ്ധതികൾമൂലം വിദ്യാഭ്യാസത്തിന്റെ കാലദൈർഘ്യത്തെ കുറച്ചതായി നിങ്ങൾക്കെല്ലാം അറിയാമെല്ലോ. അതെല്ലാം വലിയ രാജ്യതന്ത്രജ്ഞന്മാരായ നിങ്ങളിൽ പലരും കണ്ണും ചെകിടും തുറന്നുനോക്കിയും കേട്ടുംകൊണ്ടിരിയ്ക്കുയാണെങ്കിലും ആ സംഗതികൾ അറിഞ്ഞതായി ഈ സഭയിൽ സമ്മതിക്കയില്ലല്ലോ. ഇവിടെ സത്യം പറവാൻ പല സംഗതികളിലും നിങ്ങൾ മടിക്കുന്നുണ്ടെങ്കിലും കാര്യങ്ങളെല്ലാം നിങ്ങൾക്കറിയാമെന്നു് എനിക്കു ബോദ്ധ്യമുണ്ടു്. അതുകൊണ്ടു് അങ്ങിനെ കാലദൈർഘ്യം വരാതിരിയ്ക്കത്തക്കവണ്ണമുള്ള ഒരു പദ്ധതി ഇവിടേയും സ്വീകരിയ്ക്കണം. ഇപ്പോൾ പതിനഞ്ചോ പതിനാറോ കൊല്ലമാണു് ഒരു കലാഡിഗ്രി സമ്പാദിയ്ക്കുവാൻ വേണ്ടിവരുന്നതു്. വിദ്യാഭ്യാസത്തിനു വേണ്ടിമാത്രം ഇത്രയും കാലദൈർഘ്യം വരുത്തുന്നതു് പൊതുജനക്ഷേമത്തിനു് എതിരാണെന്നാണു് എനിയ്ക്കു പറയുവാനുള്ളതു്.

മിസ്റ്റർ പി. സി. വക്കി.— സർ, സ്കൂളുകളുടെ ഗ്രാൻറു് കുറയ്ക്കുവാൻ പാടില്ലെന്നുള്ളതിനു് പല ന്യായങ്ങളും ഇവിടെ പറഞ്ഞുകഴിഞ്ഞു. ഈ സഭയിലെ ബഹുമാനപ്പെട്ട മെമ്പർമാരിൽ ഭൂരിപക്ഷവും ഗ്രാൻറു് കുറയ്ക്കുന്നതിനു് പ്രതികൂലമാണെന്നുള്ളതു് അവരുടെ പ്രസംഗങ്ങളിൽനിന്നും വിശദമാകുന്നുണ്ടു്. ഗ്രാൻറു് പ്രശ്നത്തിന്റെ ഒരു വശത്തെ ന്യായത്തെക്കുറിച്ചു മാത്രമാണു് അവർ സംസാരിച്ചതു്. അതിനു വേറൊരുവശം കൂടിയുണ്ടു്. അതിനെപ്പറ്റി ഞാനിവിടെ പറയാം. ബഹുമാനപ്പെട്ട കൊടുങ്ങല്ലൂർ മെമ്പർ പറഞ്ഞതുപോലെ ഗ്രാൻറു് കുറയ്ക്കുന്നതിനുമുമ്പു് വിദ്യാഭ്യാസം സിദ്ധിച്ചവരുടെ തൊഴിലില്ലായ്മ എന്ന പ്രശ്നത്തെക്കുറിച്ചുകൂടി നാം ആലോചിയ്ക്കേണ്ടതുണ്ടു്. വിദ്യാഭ്യാസ സബ്കമ്മിറ്റിക്കാരുടെ നിർദ്ദേശം ഇപ്പോഴത്തേതിൽ ഏതു ശതമാനം ഗ്രാൻറു് കുറയ്ക്കണമെന്നാണെല്ലൊ. ഗ്രാൻറു് സ്കൂളിനെപ്പറ്റിയും അതിന്റെ യഥാർത്ഥ സ്ഥിതിഗതികളെപ്പറ്റിയും അന്വേഷിച്ചാൽ പ്രൈവറ്റു സ്കൂൾ മാനേജർമാർ വളരെ ബുദ്ധിമുട്ടുകൾ സഹിച്ചാണു് അവരുടെ സ്കൂളുകൾ നടത്തിക്കൊണ്ടു പോകുന്നതെന്നു കാണാം. അങ്ങിനെയിരിയ്ക്കെ ഇപ്പോഴുള്ള ഗ്രാൻറുതന്നെ കുറച്ചാൽ ഈ മാതിരി സ്കൂളുകൾ ഒട്ടെല്ലാം നിറുത്തിക്കളയാതെ ഗത്യന്തരമില്ല. അങ്ങിനെ ചെയ്താലുണ്ടാകുന്ന ഭയങ്കര ഫലങ്ങളെക്കുറിച്ചുകൂടി നാം അല്പം ചിന്തിക്കണം.

എയിഡഡ് സ്കൂളുകളിൽ രണ്ടുമൂവ്വായിരം അദ്ധ്യാപകന്മാരുണ്ടു്. ഈ തൊഴിലാണു് അവരുടെയും കുടുംബങ്ങളുടേയും ഉപജീവനമാർഗ്ഗം. അവരിൽ വലിയൊരു ഭാഗം ആളുകൾക്കു് ഇപ്പോഴത്തെ തൊഴിൽ നഷ്ടപ്പെട്ടാൽ അതു നിമിത്തം ഈ നാട്ടിലെ സ്ഥിതി—സാമ്പത്തികമായും ചിന്തനം കൊണ്ടു ജനങ്ങൾ അരിഷ്ടിക്കു

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ന്ന ഈ കാലഘട്ടത്തിൽ—കുറെക്കൂടി ഭയങ്കരമായിത്തീരുകയല്ലേ എന്നാണു ഞാൻ ചോദിക്കുന്നതു്. ഈ വക സംഗതികളെക്കുറിച്ചു് ഗവമ്മെണ്ടു് നല്ലപോലെ ആലോചിയ്ക്കണം ഗ്രാൻറു് നിറുത്തുന്നതു് ഗവമ്മെണ്ടിനു ലാഭമാണു്. എന്നാൽ അതു പൊൻമുട്ടയിടുന്ന ഒരു താറാവിനെ കൊല്ലുന്നതുപോലെയാകും. ഗ്രാൻറു സ്കൂളുകൾ പൊൻമുട്ടയിടുന്ന താറാവിനെപ്പോലെ ഗവമ്മെണ്ടിനു് ആദായകരങ്ങളായ സ്ഥാപനങ്ങളാണു്. അവയെ പട്ടിണിയിട്ടു കൊന്നാൽ അല്പലാഭത്തിനു പകരം പെരുംചേതമായിരിക്കും ഫലം. സംസ്ഥാനത്തു് ആകെയുള്ള നൂറ്റമ്പർ സ്കൂളുകളിൽ തൊണ്ണൂറ്റെണ്ണവും പ്രൈവറ്റു് സ്കൂളുകളാണു്. അതിൽ വലിയൊരു ഭാഗം നിറുത്തിക്കളഞ്ഞാൽ അത്രയും സ്കൂളുകളിലെ അദ്ധ്യാപകന്മാർക്കു തൊഴിലില്ലാതെയാകും. യൂറോപ്പിലും മറ്റും തൊഴിലില്ലാത്ത ആളുകൾക്കു് ഗവമ്മെണ്ടിൽനിന്നും ആഴ്ചതോറും ചിലവിനു കൊടുത്തു രക്ഷിച്ചുവരുന്നുണ്ടെന്നാണു് നാം കേൾക്കുന്നതു്. യൂറോപ്പിലെപോലെ ഇവിടേയും—പ്രത്യേകം അഭ്യസ്തവിദ്യരുടെയിടയിൽ—തൊഴിലില്ലാത്തവരുടെ സംഖ്യ വർദ്ധിച്ചുകൊണ്ടുതന്നെയിരിയ്ക്കുന്നു. വിദ്യാഭ്യാസം സിദ്ധിച്ചു് തൊഴിലില്ലാതെ അലഞ്ഞു നടക്കുന്നവർക്കു് തൊഴിലുണ്ടാക്കിക്കൊടുക്കുവാൻ വേണ്ടി എന്തെങ്കിലും വ്യവസായശാലകളോ, തുറകളോ ഏർപ്പെടുത്തുവാൻ അടുത്ത കാലത്തെങ്ങും ഇവിടെയാതൊരു പരിശ്രമവും ചെയ്തതായി കേട്ടിട്ടില്ല. ആ തരക്കാരുടെ സംഖ്യ പ്രതിദിനം വർദ്ധിച്ചുകൊണ്ടുമിരിക്കുന്നു. അങ്ങിനെയിരിയ്ക്കുമ്പോൾ വിദ്യാഭ്യാസം സിദ്ധിച്ച അനേകംപേരുടെ ഉപജീവനമാർഗ്ഗമായുള്ള സ്കൂളുകളെ ഗവമ്മെണ്ടു് നശിപ്പിച്ചാൽ നാട്ടിൽ തൊഴിലില്ലായ്മ അത്യധികം വർദ്ധിയ്ക്കുകതന്നെ ചെയ്യും.

ഇനി കമ്മിറ്റി റിപ്പോർട്ടിലെ ഒന്നുരണ്ടു സംഗതികളെ കുറിച്ചാണു് എനിയ്ക്കു പറയുവാനുള്ളതു്. ഒന്നാമതായി ഗ്രാൻറില്ലാത്ത സ്കൂളുകൾക്കു കൂടുതൽ സ്വാതന്ത്ര്യം അനുവദിച്ചുകൊടുക്കാത്തതിന്റെ അന്യായതയെ കുറിച്ചു് രണ്ടുവാക്കു പറയാം. ഗവമ്മെണ്ടിൽനിന്നും ഒരു പൈപോലും ഗ്രാൻറു കൊടുക്കാത്ത ചില സ്കൂളുകളുണ്ടു്. ഡിപ്പാർട്ടുമെണ്ടിന്റെ ഇഷ്ടാനുസരണം അവ നടത്തണമെന്നു നിർബ്ബന്ധിക്കുന്നതു് അസംബന്ധവും അന്യായവുമാണു്. അവയുടെ ആന്തരികഭരണത്തിൽ ഡിപ്പാർട്ടുമെൻറു് ഇടപെടരുതു്. ഇവിടെയിരിയ്ക്കുന്ന ഉദ്യോഗസ്ഥന്മാർക്കു് ഒരു പൈപോലും ശമ്പളം തരുകയില്ലെന്നും ഗവമ്മെണ്ടിന്റെഇഷ്ടാനുസരണം കൃത്യങ്ങൾ നിർവ്വഹിക്കണമെന്നും ദിവാൻജി കല്പന അയച്ചാൽ അതെത്രമാത്രം ന്യായമായിരിക്കും; അതുപോലെയാണു് ഗ്രാൻറില്ലാത്ത സ്കൂളുകളോടു വിദ്യാഭ്യാസ ഡിപ്പാർട്ടുമെണ്ടു പെരുമാറുന്നതു്. ഡിപ്പാർട്ടുമെണ്ടിന്റെ അതിർ കടന്ന ഇൻറർഫിയറൻസു് ഇങ്ങിനെയുള്ള സ്കൂളുകളിൽ ഉണ്ടാകുന്നതു ശരിയല്ല.

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ബഹുമാനപ്പെട്ട മുളകുന്നത്തുകാവു് മെമ്പർ, മാനേജർമാക്കു കൂടുതൽ അധികാരം കൊടുക്കണമെന്നു പറഞ്ഞതു ശ്രദ്ധേയമായ ഒരു കാര്യമാണു്. വിദ്യാഭ്യാസചട്ടമനുസരിച്ചു സ്കൂളുകൾ ശരിയായി നടത്തിക്കൊണ്ടുപോകുന്ന മാനേജർമാക്കു കൂടുതൽ അധികാരങ്ങൾ കൊടുക്കേണ്ടതാണെന്നാണു് എന്റെയും അഭിപ്രായം. വാസ്തവത്തിൽ അവർക്കു് ഇന്നു് ഒരു പോസ്റ്റ്മാസ്റ്റർക്കുള്ള നിലയാണുള്ളതു്. അദ്ധ്യാപകന്മാർ എഴുതുന്ന റിപ്പോർട്ട് ഡിപ്പാർട്ട്മെന്റിലേയ്ക്കും ഡിപ്പാർട്ട്മെന്റിന്റെ കല്പന അദ്ധ്യാപകന്മാർക്കും അയച്ചുകൊടുക്കുക. അതിനപ്പുറം എന്തു ചെയ്യണമെങ്കിലും അനുവാദം വേണം. മാസാന്ത്യത്തിൽ കിട്ടുന്ന ഗ്രാന്റുകൊണ്ടു് ശമ്പളം കൊടുക്കുവാൻപോലും തികയാതെ സ്വന്തം കയ്യിൽനിന്നും, കടം മേടിച്ചും അദ്ധ്യാപകന്മാർക്കു ശമ്പളം കൊടുക്കുന്ന മാനേജർമാർ ധാരാളം ഉണ്ടു്. പല മാനേജർമാരും വളരെകഷ്ടപ്പെട്ടാണു് കാര്യംനിവ്വഹിയ്ക്കുന്നതു്. എന്നുവരികിലും അദ്ധ്യാപകന്മാരോടു് അവർക്കു് ശമ്പളം കൊടുക്കാൻവയ്യാ. പിന്നെസ്കൂളുകളിൽ ഡിസിപ്ലിൻ ഉണ്ടാകുന്നതെങ്ങിനെ? അദ്ധ്യാപകന്മാരുടെ സർവ്വീസു് സുരക്ഷിതമായിരിയ്ക്കണമെന്നുള്ള സംഗതിയിൽ ഞാനും യോജിയ്ക്കുന്നു. അതിനുവേണ്ടി മാനേജർമാരെ അദ്ധ്യാപകന്മാരുടെ അടിമയാക്കുവാൻ പാടില്ല. മാനേജർമാർക്കു് ഇപ്പോഴത്തേതിൽ കൂടുതലായ അധികാരം കൊടുത്തില്ലെങ്കിൽ അവരുടെ നില ഞാൻ മുമ്പു പറഞ്ഞതുപോലെ വെറും ഒരു പോസ്റ്റ്മാസ്റ്ററുടെ രീതിയിലായിരിയ്ക്കയേയുള്ളു.

ചില ബഹുമാനപ്പെട്ട മെമ്പർമാർ പറഞ്ഞതു് മാസ്റ്റർമാക്കു മാനേജർമാർ ശരിയായി ശമ്പളം കൊടുക്കുന്നില്ലെന്നാണു്. എന്റെ അറിവിൽ പെട്ടിടത്തോളം ചുരുക്കം ചിലരൊഴികെ എല്ലാ മാനേജർമാരും അദ്ധ്യാപകന്മാർക്കു ശമ്പളം കൊടുക്കുന്നുണ്ടു്. ഇന്നു ഗവർമ്മെന്റിൽനിന്നു നിശ്ചയിച്ചിട്ടുള്ള ശമ്പളത്തേക്കാൾ കൂടുതൽ ശമ്പളം കൊടുക്കുന്ന മാനേജർമാരേയും ഞാനറിയും. ധാരാളം പണം ചിലവുചെയ്തു് ആയുഷ്കാലം മുഴുവനും ജനങ്ങളുടെ വിദ്യാഭ്യാസാഭിവൃദ്ധിക്കായി പ്രയത്നിയ്ക്കുന്ന പ്രൈവറ്റ് സ്കൂൾമാനേജർമാരെ സംബന്ധിച്ചു് ഈമാതിരിയെല്ലാം പറയുന്നതു അന്യായവും പ്രതിഷേധാർഹവുമാണു്. ഭൂരിപക്ഷം മാനേജർമാർ ആ കുറ്റാരോപണത്തെ അർഹിക്കുന്നില്ല. പിന്നെ ചുരുക്കം ചിലർ അങ്ങുമിങ്ങും ഉണ്ടായിരിയ്ക്കാം. എന്നുവെച്ചു് എല്ലാവരേയുംകൂടി ഉൾപ്പെടുത്തി അധിക്ഷേപിക്കുന്നതു ശരിയല്ലെന്നാണു് എന്റെ അഭിപ്രായം.

മതവിദ്യാഭ്യാസത്തെക്കുറിച്ചുകൂടി രണ്ടു വാക്കു പറഞ്ഞുകൊള്ളട്ടെ. ഞാറയ്ക്കൽമെമ്പർ അതിനെപ്പറ്റി ഇവിടെ പറഞ്ഞുകഴിഞ്ഞു. കത്തോലിക്കർക്കു മതവിദ്യാഭ്യാസം നിർബ്ബന്ധിതവും അവശ്യാവശ്യവുമായ ഒരു വിഷയമാണു്. ഒരു ഉത്തമകത്തോലിക്കനു് ആ മതപ്രബോധനത്തെ അതിലംഘിക്കുവാൻ പാടില്ല. വിദ്യാഭ്യാസവിഷയത്തിൽ മതപഠനത്തിനുള്ള പ്രാധാന്യത്തെ അ

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നസ്സരിപ്പിച്ചുകൊണ്ട് ഈയിടെ കത്തോലിക്കാസഭയുടെ അദ്ധ്യക്ഷനായ പോപ്പ് ഒരു തിരുവെഴുത്തു പ്രസിദ്ധീകരിച്ചിട്ടുണ്ട്. നമ്മുടെ ഗവൺമെൻറു യാതൊരു മതത്തേയും അനാദരിച്ചു പ്രവൃത്തിക്കാറില്ലല്ലൊ. ആ നില നോക്കിയാൽ കത്തോലിക്കരുടെ മതവികാരങ്ങളെ വ്രണപ്പെടുത്തുന്ന—അഥവാ അവരുടെ മതപ്രബോധനത്തെ അതിലംഘിക്കാൻ അവരെ നിർബ്ബന്ധിക്കുന്ന—ഒരു പുതിയ ചട്ടം നടപ്പിലാക്കാൻ ഗവൺമെൻറു മുതിരുകയില്ലെന്നു പ്രതീക്ഷിക്കുന്നു. സ്കൂൾസമയത്തിനുള്ളിൽ കത്തോലിക്കർ നടത്തുന്ന പാഠശാലകളിൽ കത്തോലിക്കാവിദ്യാർത്ഥികളെ അവരുടെ മതപാഠം പഠിപ്പിക്കുന്നതുകൊണ്ടു് ഇതുപേക്ഷിക്കും യാതൊരു ഉപദ്രവവുമുണ്ടായിട്ടില്ല. പണ്ടേപ്പോലെ ആ സമ്പ്രദായം അനുവദിക്കാൻ പാടില്ലെന്നാണ് ഗവൺമെൻറു ശഠിക്കുന്നതെങ്കിൽ കത്തോലിക്കാവിദ്യാർത്ഥികൾക്കു മതപഠനം മറ്റുവിഷയങ്ങളെപ്പോലെ നിർബ്ബന്ധിതമാക്കുകയെങ്കിലും ചെയ്യണം. കത്തോലിക്കരുടെ മാനേജ്മെണ്ടിലുള്ള പള്ളിക്കൂടങ്ങളിൽ പഠിക്കുന്ന കത്തോലിക്കാവിദ്യാർത്ഥികൾ മതപാഠപരീക്ഷയിൽ ജയിച്ചില്ലെങ്കിൽ അവർക്കു പ്രമോഷൻ കൊടുക്കുകയില്ലെന്നു ഒരു പുതിയ ചട്ടം ഏർപ്പെടുത്തുവാൻ ഗവൺമെൻറു അനുവദിച്ചാൽ മതി. കത്തോലിക്കരായ വിദ്യാർത്ഥികളെ അവരുടെ മതം പഠിപ്പിക്കുന്നതിനു വേണ്ട സൌകര്യങ്ങൾ നല്കുണമെന്നു മാത്രമെ ഞാൻ വാദിക്കുന്നുള്ളൂ. മുഹമ്മദീയവിദ്യാർത്ഥികളെ അവരുടെ മതം പഠിപ്പിക്കുന്നതിനു പല അനുകൂല്യങ്ങളും മദ്രാസ്സ് ഗവൺമെൻറു ചെയ്തുകൊടുത്തിട്ടുണ്ട്. ഓരോ മതസ്ഥന്മാരുടെ മതമനോവികാരങ്ങളെ വ്രണപ്പെടുത്തരുതെന്നുള്ള നയം നമ്മുടെ ഗവൺമെൻറുകളെല്ലാം സ്വീകരിച്ചു അനുവർത്തിച്ചുവരുന്നുണ്ടെന്നുള്ളതിനു് എത്ര ഉദാഹരണങ്ങൾ വേണമെങ്കിലും പറയാം. മുഹമ്മദീയവിദ്യാർത്ഥികളുള്ള സ്കൂളുകൾക്കു വെള്ളിയാഴ്ച ഉച്ചകഴിഞ്ഞു് ഒരുമണിമുതൽ മൂന്നു മണിവരെ ഒഴിവു കൊടുക്കണമെന്നു് തിരുവിതാംകൂർ ഗവൺമെൻറു ഈയിടെ കല്പന അയച്ചതു എന്തുകൊണ്ടാണ്? ഒരു ക്രിസ്ത്യൻദേവാലയം ഒരു ഹിന്ദുക്ഷേത്രത്തിൽ നിന്നു അരനാഴിക ദൂരത്തുമാത്രമേ സ്ഥാപിക്കാവൂ എന്നു നിശ്ചയിച്ചിരിക്കുന്നതെന്തുകൊണ്ടു്? അയിത്താചാരം നിരുത്തിയിരിക്കുന്നതായി ഒരു വാളംബരം പ്രസിദ്ധപ്പെടുത്തണമെന്നും പല പ്രാവശ്യം ശുപാർശചെയ്തിട്ടും ഗവൺമെൻറു് അപ്രകാരം ചെയ്യാത്തതെന്തുകൊണ്ടാണു്? ആരുടേയും മതമനോവികാരങ്ങളെ വ്രണപ്പെടുത്താൻ പാടില്ലെന്നും അവരവരുടെ മതപ്രബോധനങ്ങൾ അനുസരിച്ചു പ്രവൃത്തിക്കാൻ എല്ലാവർക്കും സൌകര്യങ്ങൾ ഉണ്ടാക്കിക്കൊടുക്കേണ്ടതു മതകാര്യങ്ങളിൽ നിഷ്പക്ഷനിലയെ അവലംബിച്ചിട്ടുള്ള ഗവൺമെൻറുകളുടെ ധർമ്മമാണെന്നുമായിരിക്കും ഈ വയ്യേല്ലാം സമാധാനം. ആ സ്ഥിതിക്കു്, മതപഠനം വിദ്യാഭ്യാസത്തിൻറെ ഒരു പ്രധാനാംശമാണെന്നുള്ള കത്തോലിക്കാപ്രബോ

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ധനത്തെ അനുവദിക്കാൻ കഴിഞ്ഞാലിക്കുട്ടി സൌകര്യമുണ്ടാക്കി. കൊടുക്കേണ്ടതു് ഗവൺമെൻറിന്റെ ധർമ്മമല്ലയോ? അങ്ങിനെ ചെയ്യണമെന്നാണു് ഞങ്ങളും അപേക്ഷിക്കുന്നതു്.

Mr. George Chakyamuri.—Sir, I am grateful to the Government for giving me an opportunity to take part in the deliberations of the Survey Committee. My friend the Hon'ble Member for Trichur would have it that the value of the report is detracted because some of us who happened to be on the Committee did not happen to be prolific in procreation. I wish to inform my friend that because we did not happen to be prolific in procreations it has added to the value of the report because we were able to take a dispassionate view of the question. We were not interested and so were able to take a disinterested view on the various questions involved in the deliberations of the Committee.

I have stated my views on most of the points involved in the discussion to-day. But I wish to add one or two words by taking part in to-days discussion. With regard to the scheme of concentration I should like to bring to the notice of the Government that the scheme of concentration recommended by the committee has been done in a haphazard manner. It was understood—I suppose I am not revealing the secrets that took place within the Committee rooms—that before we recommended abolition or amalgamation of any particular school the question will be carefully gone into and the parties interested will be heard. But on account of the large volume of work we had to get through, I must confess, that we were not able to study each question on its own merits. We have only proposed a general scheme of concentration with reference to the areas and population of the various places so that what I respectfully urge before the Government is that before any particular institution is abolished or finally amalgamated, the Diwan or whoever responsible for it, must go into the question carefully and study each question on its own merits before final orders are passed with regard to the amalgamation or abolition of institutions. Because *prima facie* it must be presumed that because a particular school was started in a particular locality the Government had recognised the necessity of that school in that locality. Therefore before the opposite is decided upon the question will have to be investigated in detail. So I would request the Government to go into the question once more before any particular institution is suppressed or amalgamated. Because it is not a very easy joke to bring into being an educational institution. It must have been the work of so many years. So many heads were put together and funds were collected to start institutions and so much sacrifice and enthusiastic action in the public cause

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will be wasted if all on a sudden they are told that we are going to close your institution tomorrow forwards. I respectfully submit that it would be hard. One particular instance where hardships might arise if orders are passed in toto on the recommendations of the committee I would like to point out in this connection is the High School at Elthuruthu. It is recommended by the committee that the upper secondary classes in this school are to be abolished. With regard to this institution this question was raised towards the close of the committee's deliberations. I drew pointed attention of the committee to the fact that it would be hard to close the high school classes of such an institution like that without hearing the parties or without investigating the question fully. It was so agreed upon in the committee. But when the report came to me to my great surprise that school was also included as an institution to be suppressed and curiously enough it is noted in the list of schools in the Talappalli Taluk whereas as a matter of fact that institution is located in the Trichur Taluk. I again wish to point out that it would be very hard if orders are passed on these recommendations of the committee without going into the question and without considering the usefulness or the need of the schools concerned.

Then with regard to the right of first appointment in aided schools I wish to point out that the management of aided schools should be given complete freedom to choose their own candidates. The report recommend that a Central Board of Education should be created which Board is to prepare a list from which list the managers are asked to select teachers. I submit that it is a cumbersome process and will not be justified on any ground whatsoever. I have myself agreed to this proposition and I shall explain why. The list should not be confined to the aided schools alone. If the Government also agree to choose candidates for appointment in their schools on communal basis I have not the slightest objection for this condition being imposed. Otherwise it will not be proper on the part of the Government to ask the managers alone to appoint teachers from a particular list only.

On the question of religious instruction I only want to submit that I endorse every word that was stated here by the Hon'ble Member for Narakkal. One great difficulty as was expressed by Mr. Varkey is that the importance of the subject practically goes. If any other device can be thought of by which the importance of the subject will not be neglected we have no objection in accepting that. If religious instruction is to be imparted outside school hours one teacher for each class will have to be appointed for that purpose. If it is during school

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hours one teacher will be able to teach the subject in all classes. If the course suggested by Mr. Varkey the Hon'ble nominated member is accepted it would be harmless to all concerned and the Government would have no objection whatever to have the compulsory teaching of religions. If the Government cannot accept the view that it must be made during school hours the second alternative proposed by the Hon'ble member may be seriously considered because as far as the Catholics are concerned the whole fabric of education rests on religious education and religious education alone and all the investments we have made is to promote religious education first and secular education only second. As far as our faith is concerned we have to give prominence to religious education and so I would urge on the Government to consider the second alternative.

Mr. E. Ikkanda Warriar.—Sir, I had no idea of speaking on this subject to day. But after hearing some of the speeches and especially those made this afternoon I think it my duty to raise my voice of protest against at least some of the statements and sentiments expressed in them. The reason why I originally did not want to take part in this discussion is that I did not want to add to the confusion. There is already some confusion created by the report of the Director of Public Instruction. More confusion was added to it by the report of the S. K. Committee and I am sure that this state of things will be more confounded by each member standing here and speaking in his own fashion. I thought under these circumstances it would be wise on my part if I were to sit quiet and hear all the speeches and go away. Any way, having stood up, I shall say a few words.

Sir, I do not wish to condemn the report of either the Director of Public Instruction or of the S. K. Committee as a whole. To put it shortly I would take the report of the Director of Public Instruction as an earnest attempt to study the educational problems of the State. A young man that he is, when he came to the State and assumed charge of the Department he wanted to study the actual conditions first hand instead of studying them from the papers. Probably he thought it better to go into every detail to find out the truth of things for himself. I would look at that report as an earnest attempt made by him to study the educational problems of the State. Coming to the S. K. Committee report, of course, there are some veteran educationists and the opinion expressed therein are entitled to very great weight. I would certainly say that there are many points on which I agree with them. It will not be possible for me to go through all of them. It is a voluminous report and even their conclusions put briefly cover four closely printed pages.

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One hard fact that stares us in the face, and I think that is the most vital problem before us, is the question of the aided schools. I am sure that everybody will admit that they have come to stay. It is not worth our while to consider the motives that actuated the promoters of these institutions. As one of my Hon'ble friends stated to day, it may not be possible if you search the hearts of these institutions to find that some of these institutions are making profits in the shape of money. Profits may vary. It may be profit in loans of money or it may be profit of souls redeemed as some of them would put it. Whatever it is I do not propose to go behind them. There are these institutions and we are concerned with the question whether the state will be in a position to take up the management of all these institutions now. I for my part do not believe that it is possible to do so considering the finances of the State at present. That is one of the main reasons why I signed the memorandum submitted by 23 Hon'ble members showing the 5 common points upon which we agree namely that there should be no discrimination in the pay of the Government and Aided school teachers, no necessity for the reduction of the existing grant, that there is necessity for the restoration of the contingency grant to 12½ per cent and the abolition of the half time system, and that no school should be abolished if it has got the minimum strength. If all these points are accepted there will be practically nothing new in these reports and we will be where we were. That does not do us any harm. All the same the fact that we are not able to agree with all conclusions, is no reason why we should reject them. I, for instance, find there are very many good points in them. For instance, the creation of a Board of Education—it may not be in all its entirety—the proposal for increased facilities for the education of the depressed and backward communities. Similarly there are many other points also. I stood up to-day for the purpose of speeking on some particular points. I am afraid I may not be able to do that within the time alloted to me if I don't straight away go into them.

One point I wish to stress is the question of departmental control over the managers of aided institutions. I am of opinion that when we are giving them grant we must have every control over them. Practically every pie they are spending for the daily running of the school is being given by the Government and so it is the duty of the Government to exercise strictest control over them. Otherwise it will not be possible to get discipline in these schools. The so called opposition to these aided schools is on the ground of the discontent that is prevailing among the teachers. I am very glad to submit that neither the

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St. Thomas College nor the St. Alberts High School is responsible for these things. They are some of the best managed schools in the State. But there are schools and schools. There are some schools which will stoop to do anything. Until we clear off these rubbish schools, as I would call them, we should give the Director of Public Instruction every power to interfere in the internal management of the schools whenever they are acting against departmental orders. I suppose the House will give their unanimous support to the Director of Public Instruction who should exercise the strictest control possible over such institutions I belong to the Committee of management of a school which is receiving grant from the Government. We shall be glad to submit ourselves to the interference of the Director if it is in the interests of the school and the teachers. Any arbitrary interference, of course, will be resisted and there will be remedies for that. Seeing things as they are we should give the Director every power to interfere in the management of schools if there are occasions for same.

Then I come to the question of religious instructions in schools. I should have no objection for a school giving religious instruction if the school is in the hands of the Government because Government will certainly respect the sentiments of the various communities. But I have serious objections in the case of aided institutions. We find to day from one of the answers to a question that out of Rs 4,58,775—5—0 given as grant by the Government Rs. 3,18,569—0—0 go to the Christian missionary schools who form only 27 per cent of the population. If these schools are given the power of giving compulsory religious teaching surely it will create a fear and suspicion in the minds of the public. So long as these conditions exist in our State, it is not advisable to have compulsory teaching of religion in any school during school hours. So long as there is communal feeling amongst us there is no reason why we should give the power of compulsorily teaching of religion in aided schools.

Mr. George Chakyamuri.—We want to teach only our boys.

Mr. E. Ikkanda Warriar.—You may do so. But I do not think there is any justification to give religious instruction during school hours. It can be taught outside school hours. The Committee never object to that. They can teach religion whenever they like except during school hours. So long as communal and religious feelings exist in the minds of the public the aided schools should not be given the right to teach religion in their schools. My time is up and I shall stop here.

Mr. P. S. Kesavan Nambudiri.—It is admitted on all

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hands that literacy in Cochin State is far higher when compared with British India and some other native States. To a certain extent that is due to the large increase in the number of aided institutions in the State and the liberal grant given by the Government. In the matter of efficiency of these institutions I do not think there is any difference between the aided institutions and Government institutions. The Committee say that in very many places there is a large demand for Government schools. Perhaps it may be due to communal jealousy because a certain school is managed by a certain community and the members of other communities may view it with jealousy or it may be that the managers may find it difficult to manage the institutions with the present grant they get from the Government. It is perhaps due to these reasons that there may be any demand for Government schools. Even in spite of that I do not think there is any special demand for Government schools. The Committee say that there are some institutions to be maintained as model institutions as the Sirkar school at Trichur. Even in the gala days of the Sirkar High School at Trichur had it any superiority over the C. M. S. High School and the C. N. N. High School?

Mr. E. Ikkanda Warriar—Question?

Mr. P. S. Kesavan Nambudiri.—The results of the C. M. S. and the C.N. N. High School were not in any way inferior to those of the Sirkar High School. I do not think there is any difference between the efficiency or the method of studies in the aided schools and Government schools. If there is any difference it is due to the lack of grant given by the Government. There may be another reason also. In Government schools the Headmasters or teachers only look to the results of the examination and the rigour of the selection examination is too great there. On the other hand we find that examination is more liberal and most of the students are sent up for the public examinations in the aided schools. Therefore even if there is any difference in the results of these institutions it is not due to the efficiency of the staff but to the liberal policy of this institution. Certainly that is a boon to the public. With regard to these what has the Committee proposed to do. It has proposed to cut short the amount of grant given to these institutions and they are going to have an invidious distinction in the salary of the teachers in the Government schools and the aided institutions. They say that even the small contribution the managers have to make at present is found to be very difficult with them. The Director recommends that there should be endowments for these institutions. Perhaps he is looking up to things in the West. In India perhaps in ancient days there were endowments; but unfortunately nowadays you cannot find a single

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endowment. If there are institutions intended for the spreading of education they are only the Christian churches. As regards other communities I do not think they will be able to run aided institutions hereafter with these grants they are proposing now. Therefore as regards other communities are concerned this may be a death knell to them.

With regard to Government control, I entirely agree with Mr. George Chakyamuri. The Hon'ble Member Mr. Varkey says that Managers are like men postmasters. I want them to be reduced to the position of postmen because they have simply to carry the orders of the Government. They want their institutions to be maintained by the Government. They want building and special grants also. Then what is their status in society. They are simply the middlemen. Therefore what I say is Government should have better control and more disciplinary powers over the managers. Perhaps there may be managers who are following a liberal policy. But there are reverse cases also. Therefore I recommend that the proposals made by the Committee in this respect should be adhered to by the Government.

With regard to co-education I entirely agree with the Member for South Ezhuras. There is no harm in practising it. Government may provide for special facilities in mixed schools and some women teachers may also be appointed in those schools.

I have no objection to religious education being imparted in a school if it is made in the right direction. Where is the objection if Bible is taught in a school if Mahabharatha can be taught there? But there is room for misuse also. If it is handled by people like Tagore and Andrews, people who are so broadminded, few will have complaint for religious education being given in schools. There may be no objections from any quarter. But religious instruction and religious propaganda is carried on in a different fashion now a days. For example we find public meetings addressed by missionaries where they say that there is only one God. "Do you think that Sree Krishna who steals butter and milk and who dances with gopa ladies can be that God. The only God is Christ and Christ alone." If religious instruction of this description is begun to be given in schools there will be a regular warfare. Therefore because you do not get the right sort of men to teach religion in schools it is better not to have religious instruction at all. Therefore I agree with the committee that there should be no compulsory religious instruction. The Hon'ble Member Mr. George Chakyamuri doubts that if religious instruction is given in the last period the pupils may not care to attend the class. In that case there should be no last period at all.

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Mr. George Chakyamuri.—Only Drawing and Drill are taught during the last period.

Mr. P. S. Kesavan Nambudiri.—Then there should be no Drawing and Drill. Any how, if that is going to be adopted that should be done in proper fashion.

Mr. M. A. Chakko.—The crystalised opinion of the group of Members of whom I am one has already been expressed. I did not want to speak on this matter when I came to this House this afternoon, but since the Hon'ble Member for Palluruthy on my right hand side has been saying something, which he said should not be taken as revealing the secrets of what transpired in the committee room, viz., that when they suggested the abolition of certain schools they had also in their minds that greater scrutiny should be exercised in selecting particular schools for abolition. and unfortunately it was not possible for them at the last moment to exercise that scrutiny before they put in so many schools in the list to be abolshed even mistaking their locations in regard to Taluks, I have to bring to the notice of this House the catastrophy that is going to befall the St. Mary's School, Southern Chittur, No. 37, in my constituency. It is for that purpose alone that I propose to address this House. The reason for abolition is stated in the remarks column of the appendix to the committee report: What is the reason? There is scope only for one school there. That would have been a good reason. But something is added. The one school should be a Sirkar School. That also may pass. Then comes another corollary. The Government should see that all castes are given admission into this school. Of course, in all schools all castes have admission; then what is the provocation for the remark. There must be something that should engage the attention of all of us here. In this particular Government school it so happened that the boys of the poorer classes did not get admission as readily as they would wish. Backward and depressed classes children did not get admission as readily as they would desire. It has been a scandal. The other school existed and flourished in the vicinity on that account. Now comes this proposal for abolition. It smacks of what is called the communal jealousy. Here is one school which has a good strength and which does efficient work. There is another school which is maintained by Government with the best of teachers on the model type and it has no proper strength. It is proposed that the first school should be abolished so that the students of that school might be driven to the Sirkar school which is at the same time advised to give admission to all classes. This school came into existence not by accident. There are particular reasons for the starting and maintaining of the school. Considerable time, labour and money have been spent

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on it and when it has come to a flourishing condition the suggestion is made that that schools hould be abolished in order that the strength of the Sirkar School might be increased by that means. I should say this is unjust. It is not fair. I, therefore, bring this more particularly to the notice of this House, as the poor people who have been labouring about this school and working assiduously for its efficient service to the public feel that it is scant reward. for the service they have rendered. There are a number of teachers who are getting work there. These teachers if thrown out will swell the number of unemployed and as suggested by the Hon'ble Member for Cranganur, unemployment will become all the more keen. Of course, they will not be absorbed into the Government service when these boys are taken to the Government school. Absorption of teachers into Government service means more money. At present the aided private school there, serve the needs of the people of the place. There is no adequate reason why it should be sacrificed to stablize the tottering Government school. I may, say, that it will inflict considerable suffering upon the poor people there. So I am of opinion that greater thought and consideration must be paid to this subject. The parties concerned should be heard and their grievences considered before the slaughter of these innocent schools is decided upon.

Mr. M. Krishna Menon.—It should not be thought that as a member of the Committee I am standing before you to defend the accusations levelled against the so-called S. K. Committee. I was one of the members of that committee and in the very first instance, I may say that the Hon'ble Members who made speeches here criticising that Committee's Report, every one of them, was served with a questionnaire to offer suggestions and not one of them returned that paper. It is those gentlemen that stand to-day before this assembly and ask to give that report a decent burial. That is the first point.

Then secondly, I was attending to all the criticisms, and I did not hear a single constructive criticism. On the other hand, the whole criticism was levelled against one Chapter in the Report and that Chapter alone and that is with regard to grant-in-aid. I say the whole criticism was engineered by interested people. Just like mass petitions signatures have been obtained and absolutely no value should be attached to it. In that Chapter, we were asked to deal with two sets of people, aided school managers and aided school teachers. I will read the dissenting minute of our Hon'ble friend Mr. C. L. George. With regard to managers he says :—"Undischarged insolvents, mere benamidars for teachers and in stray cases even persons waned have been accepted as managers". This is one set. There is the other set. The President must have received a petition from

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the President of the Cochin Aided Primary School Teachers' Association they say "Our present hardships are too many. Under-payments and irregular payments prevail in most of the aided schools". These are the two sets of people about whom we were asked to report and we collected facts and figures. We never claimed to be Mahatmas. We have only given our opinion, just like the Hon'ble Members who expressed their opinion to-day. It is for the Government to go through the whole report and accept what is absolutely necessary and what is absolutely correct according to the views of the Government. I say it need not be buried.

When the question of money comes, when the pocket is affected, I need not tell the House, there will be hubbub. If the Government is in a position to contribute for the purpose of education more than 20 per cent, the S. K. Committee will not have the slighest objection even to increase the grant and pay something more. But in the reference, we were asked to point out the funds for our recommendations. If we are to say that the grant-in-aid should not be reduced, we will be placing the Government in a very awkward position, according to our recommendations. It is wrong to say that the Committee has made any recommendation to reduce the pay of the elementary teachers in aided schools. It is only in the higher grades that a distinction has been made. There is a lot of misinterpretation of the report. It is for the Government to go through the whole report and come to a conclusion.

Mr. Joseph Pettah.—Sir, a few of the Hon'ble Members have expressed a doubt as to the propriety of the Government in placing this report for discussion in this House. On my part, I would congratulate the Government on the wisdom of the step they have taken, especially in view of the fact that in the Committee itself opinion was very much divided even to the extent that 4 stood on one side and 4 on the other and the President's casting vote was required to pass the report in many of its features. Especially in view of that fact, it is the wisest step that the Government has taken in placing this report before this House for its mature consideration. In order not to make confusion worse compounded in a general discussion of the kind we are having to-day, some 23 of us, non-official Members have agreed on certain points dealt with in the Report under discussion; and for the information of the Hon'ble House, I shall read the points of agreement here:

(1) That under no circumstances should the existing system of ordinary and salary grants be altered; and that the contingency grant, recently cut down to 7½ per cent in the primary and 10 per cent in the secondary department, should be restored to the old scale of 12½ per cent;

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(2) That the Government should not countenance the discrimination in pay recommended by the Committee as between teachers of the Sirkar and of the Aided Schools;

(3) That under no circumstances should any existing school with the requisite minimum strength and accommodation, be suppressed or amalgamated;

(4) That the recommendation in the Committee Report to give proportionate grant to classes having less than the required minimum strength should be accepted; and

(5) That half-time system in the primary classes recommended by the Committee should not be adopted.

Now, of the 23, I may also note that 4 of them have not supported point (3).

Now, to come to the Report. One surprising feature of the report is the incongruency between the arguments and the conclusions. To take one example—, They say that we have reached a stage in the educational expenditure of the State beyond which it will be hazardous to go; and what is their conclusion? They have recommended an additional allotment of 3 and odd lakhs on Education. Again, they say co-education cannot be accepted as a matter of educational policy; and quite contrary to this wholesome position they have made many recommendations, especially for the amalgamation of several boys' and girls' secondary schools. I speak with particular reference to the recommendation of the committee to suppress a girls' secondary school at Chengal, or to amalgamate it with a boys' secondary school at Kanjur. In the case of the Chengal Girls' School I have personally seen the beautiful buildings, erected at a cost of Rs. 15,000, towards which the Government also have given a generous grant of Rs. 4,000. If the committee's proposal is accepted, this noble pile of buildings has to be simply abandoned and fresh buildings to be put up near the St. Sebastian's Lower Secondary School, Kanjur. Another thing to be noted in this connection is that of these two institutions only one is given grant. The other does not receive any grant at all. So, out of this amalgamation Government do not stand to gain anything, while it would involve a good deal of hardship to the people of the locality, who would be compelled to send their grown-up girls to some distant girls' school.

Then again, in one place they say that elementary education should be the first charge on the revenues of a State.—a very good maximum indeed; but in the next sentence they say cannot recommend any additional expenditure in respect of elementary education. But at the same time they would recommend large additional outlay on collegiate, secondary, and technical education. Of a truth, Sir, I fail to see any consistency between the arguments and the conclusions of this Committee.

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Then to come to the central point,—the point of grant-in-aid seems to be the central point in the report as also in the discussion that is going on here to-day. On three assumptions mainly the committee has recommended the reduction of grant. Let us see whether these three assumptions would stand any scrutiny.

These assumptions are, first of all, that our expenditure on education has reached a stage beyond which it will be hazardous to go ; Secondly, that other departments have been sacrificed for the sake of the educational expenditure and thirdly, that our income is inelastic.

Let us see whether any of these points would stand the test of an impartial investigation. First, have we reached a stage in the educational expenditure of the State beyond which it would hazardous to go ? What is the percentage we are spending here on Education ? So far, it is only 15 per cent of the annual income ; whereas in Travancore according to the Statham Report it comes to 23 per cent. The Special Finance Committee recommended 20 per cent, and I find even the S. K. Committee has recommended somewhere in the report a percentage of 20. Then, where is the hazard in our spending a few lakhs more on Education than we have been doing so far ? Thus, then, the first argument of the Committee does not hold any water.

Their next argument is that other departments have been sacrificed to the cause of Education. But is it true ? In the very able dissenting minute, written by Manager, Edacolathur, a member of the Committee, we find that, instead of being sacrificed the other departments have been having more than their due share, in fact the lion's share. Their expenditure has gone up in one case by 125 per cent in another by 50, in yet another by 65 and in still another by 50 and so on ; while the expenditure on education has increased only by 34 per cent. Does it mean that education is encroaching upon any other department ? Does it mean that any other department is sacrificed to the cause of Education ? I would say that even if it comes to that, a little sacrifice in favour of education would be a very well-advised policy for a statesmanlike Government. But that we are not doing, and yet the clamour that we are sacificing other departments for the sake of the Education Department. Thus the secred argument of the committee also goes the way of the first ; it also is a mere myth.

The third argument is that our income is inelastic. This again is not true. Our income is gradually increasing every year, especially from such sources as the Railways, Customs, Excise, and Income-tax. And then there is the new duty that is

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going to be imposed on matches. So we find every year the income is increasing; and surely with the development of more of industries and commerce in the State, this increase in income will continue into the future also. Indeed, in a progressive State like Cochin the income could never be inelastic. With the increase in income there will be a proportionate increase in the expenditure on education, too.

Thus, then, Sir, all the three premises, on which the Committee based their recommendation for the reduction of grant are found to be incorrect. Hence their conclusion, too, naturally falls to the ground.

Then to come to another point. An Hon'ble Member belonging to the Committee, said that they had been asked by the Government to find funds for their recommendations at every stage of their deliberations. Surely funds had to be found. That was the spirit of the Government's reference. Government wanted to put a check to the enhancement of educational expenditure and required the committee to point out methods of utilising the available allotment in the best possible manner, so as to secure the maximum educational benefit to the State. But what have the Committee done? They have recommended additional expenditure on Headmasters and Inspectors and on grant buildings costly furniture, and then how to find funds for all that? Just by reducing the pittance of the poor elementary teachers—the wisest wisdom I should say. What sort of sympathy had they for these poor ill-paid teachers when in the same breath in which they proposed a reduction of their grants, they were recommending additional pay to the already well-paid Headmasters and Inspectors and additional outlay on costly buildings? While they wanted to spend so much on brick and mortar, so much on unwanted luxuries and in misdirected payments they wanted to find funds for all these by reducing the pittance that is now paid to the poor elementary teachers.

Another recommendation of the Committee is about the suppression of schools. I would agree with the Hon'ble Member for Palluruthi that only after an individual enquiry should any existing school be suppressed or amalgamated with another. Even when there is a case made out for suppression, adequate compensation should be paid to the management, because in the case of many of these schools the managements concerned have spent a good deal of money on buildings and equipment.

I do not want to say much on co-education. I would only say that even on principle it has to be discountenanced. In very many western countries after a few preliminary trials in the direction of co-education they are going back to the position of having separate schools for boys and girls of the Secondary De-

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partments. In the primary schools we can have co-education. But not in the Secondary schools. It would seem that what they in the west are giving up, we here want to take up. Co-education seems to be one such case. I would therefore express myself most strongly that this abnoxious system should not be tolerated in the case of secondary schools and Colleges.

Then another thing. With regard to the appointment of teachers in the aided institutions, there has been a proposal by the committee to have an approved list of persons, out of which alone the management should appoint. I fail to understand the necessity for this approved list when already the qualifications required of teachers to be appointed are explicitly laid down in the Educational Code. The management could appoint only qualified teachers. If any teacher is appointed, who has not got the necessary qualifications, at once the grant is withheld. The Government thus having all the power and control in their hands in this matter, why should there be an approved list made by another body, complicating matters still further?

With regard to the unaided schools I do not mean to say that there should be no control by the Government. The Government should have some control with regard to the curriculum, examinations and the qualifications of teachers. But when we come to the financial position of unaided schools, it would not be proper on the part of the Government to interfere because the Government is not contributing anything. The Director of Public Instruction, in justifying Government interference in the case of aided schools was pleased to say that Government are contributing towards the maintenance of these and to Hindu students and that, therefore they are justified in interfering. As a converse proposition I would argue that because the Government are not contributing anything towards the up-keep of the unaided schools therefore they would not be justified in interfering in their financial matters.

With regard to religious instruction in schools it seems there is some misunderstanding even among some of the Hon'ble members of this House. There is in this matter no question of warfare between students or teachers of different denominations. Students of each denomination will be given religious instruction separately and there is no possibility of any clash. Nor is there any question of inconveniencing students of any one religious denomination or other. It is only a question of imparting religious instruction to the catholic students in catholic schools and to Hindu Students in Hindu schools; in other words to that denomination of students who form the majority in the school in question. And this need not cause any inconvenience to other students. The Statham Committee of

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Travancore have made a very good proposal in regard to this matter. They have endorsed the view that Government should encourage religious instruction in denominational schools. Only they say that the burden should be put on manager of finding the most suitable method of imparting religious instruction without causing any inconvenience to other students. Therefore, if the proposal of my Hon'ble friend, Mr. Varkey or again the proposal of the Hon'ble Member for Narakkal is accepted, religious instruction could be given in the private schools without any detriment to, or any complaint from any section of people.

The House rose for the day at 4-45 p. m.

C. J. MATHEW,
Secretary to the Council.

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